Florida Department of Education

Curriculum Frameworks

Government & Public Administration

Rule 6A-6.0571, F.A.C.
Effective May 2023

Florida Department of Education
Curriculum Framework

Course Title: Government and Public Administration Cooperative Education - OJT
Course Type: Career Preparatory
Career Cluster: Government and Public Administration

Secondary – Cooperative Education - OJT	
Course Number	8601420
CIP Number	07449999CP
Grade Level	9-12, 30,31
Standard Length	Multiple credits
Teacher Certification	Refer to the **Course Structure** section.
CTSO	SkillsUSA, FPSA Inc.
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 Government and Public Administration cluster(s); 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 Government and Public Administration cluster(s).

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.

Government and Public Administration 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
8601420	Government and Public Administration Cooperative Education OJT	ANY PUBLIC SERV OCC ED G	Multiple Credits	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

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 Perform designated job skills.
02.0 Demonstrate work ethics.

Florida Department of Education
Student Performance Standards

Program Title: **Government and Public Administration Cooperative Education OJT**
Secondary Number: **8601420**

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)

Florida Public Service Association (FPSA) and SkillsUSA are the inter-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Emergency Planning and Response**
Program Type: **Career Preparatory**
Career Cluster: **Government and Public Administration**

Secondary – Career Preparatory	
Program Number	8602000
CIP Number	0743030206
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	FPSA SkillsUSA
SOC Codes (all applicable)	11-9161 -- Emergency Management Directors
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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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 four courses.

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
8602010	Emergency Planning and Response 1	PUB SERV 7 G LAW ENF 7G PUB ADM 7 G FIRE FIGHT 7G	1 credit	11-9161	3	
8602020	Emergency Planning and Response 2		1 credit	11-9161	3	
8602030	Emergency Planning and Response 3		1 credit	11-9161	3	
8602040	Emergency Planning and Response 4		1 credit	11-9161	3	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

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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:

Emergency Planning and Response 1:

01.0 Identify history, goals and career opportunities in all areas related to first responder careers.
02.0 Demonstrate knowledge of basic emergency planning.
03.0 Demonstrate knowledge of the concepts of public safety.
04.0 Demonstrate an understanding of community-based organizations and their role in emergency preparedness and response.
05.0 Describe procedures to prevent the transmission of blood-borne pathogens, including HIV and Hepatitis B and C.

Emergency Planning and Response 2:

06.0 Demonstrate knowledge of the National Response Plan (NRP) and the National Incident Management System (NIMS) related to Homeland Security.
07.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR) and effective Automated External Defibrillator (AED) use.
08.0 Demonstrate knowledge of the critical infrastructure protection (CIP) process to secure the effective protection of people, physical entities, and cyber systems.
09.0 Demonstrate an understanding of the law and ethics as they relate to first responders.
10.0 Demonstrate knowledge of the concepts and principles of all aspects of communication and the media in a crisis or disaster.
11.0 Demonstrate knowledge of the concepts of hazardous materials identification, decontamination and treatment protocols.
12.0 Demonstrate knowledge of emergency management leadership and administration concepts.

Emergency Planning and Response 3:

13.0 Demonstrate knowledge of search and rescue techniques and protocols.
14.0 Demonstrate knowledge of land, air and water contamination and response.
15.0 Demonstrate knowledge of science (weather, oceanography, geo-sciences, etc.) and its role in natural disasters.
16.0 Demonstrate knowledge of Armed Services Agencies as first responders.
17.0 Demonstrate a knowledge of terrorism as it relates to first responders.
18.0 Demonstrate knowledge of basic concepts of firefighting.

Emergency Planning and Response 4:

19.0 Prepare written reports.
20.0 Explain the importance of employability skill and entrepreneurship skills.
21.0 Understand policies and procedures related to public policy and regulatory and records issues.
22.0 Demonstrate an understanding of the psychological impacts, both personal and regional, in first responder situations.
23.0 Demonstrate an understanding of human diversity.
24.0 Demonstrate knowledge of and participate in disaster practice.
25.0 Successfully work as a member of a team.
26.0 Manage time according to a plan.

27.0 Keep acceptable records of progress, problems and solutions.
28.0 Plan, organize and carry out a project plan.
29.0 Manage resources.
30.0 Carry out a research assignment and document the results of research efforts.
31.0 Use presentation skills and appropriate media to describe the progress, results and outcomes of the experience.
32.0 Demonstrate competency in the area of expertise that this project is based upon.

Florida Department of Education
Student Performance Standards

Course Title: **Emergency Planning and Response 1**
Course Number: **8602010**
Course Credit: **1**

Course Description:

This course is designed to develop competencies in first responder situations such as basic emergency planning, concepts of public safety, communication skills, computer literacy, and career-related math.

CTE Standards and Benchmarks	
01.0	Identify history, goals and career opportunities in all areas related to first responder careers. The student will be able to:
01.01	Define first responder.
01.02	Identify the goals and responsibilities of first responders.
01.03	Research the history of first responders.
01.04	Identify first responder careers and the prerequisites for job entry.
01.05	Analyze trends in job demands for careers as first responders.
01.06	Identify informational resources about first responders.
01.07	Describe and demonstrate behaviors of physical wellness according to an individual's abilities.
01.08	Discuss the need to self-protect, keeping first responder safety as a priority.
01.09	Identify the leadership opportunities, benefits, and awards available through participation in CTSO events, including competition and activities.
02.0	Demonstrate knowledge of basic emergency planning. The student will be able to:
02.01	Identify and describe key steps in the emergency planning process.
02.02	Demonstrate an understanding of vocabulary/terminology used in emergency planning.
02.03	Discuss the need for emergency prevention and preparedness.
02.04	Distinguish between the various types of emergencies and appropriate planning for each.

CTE Standards and Benchmarks	
	02.05 Define the levels for various emergencies.
	02.06 Identify and distinguish between various emergency responses (shelter-in-place, evacuation, quarantine, isolation, etc.).
	02.07 Identify supplies necessary for and create an emergency supply kit.
	02.08 Create a family or business emergency plan.
	02.09 Discuss the role of an engaged citizenry in emergency planning and response.
	02.10 Develop an evacuation plan for a family, business, or community.
	02.11 Develop and participate in a local emergency simulation.
	02.12 Identify agencies that should be involved in emergency planning and describe their roles.
	02.13 Develop an emergency operations plan; describe its components, and how they relate.
	02.14 Define hazard mitigation and its role in emergency planning.
	02.15 Describe the need for appropriate resource allocation in planning for emergencies.
	02.16 Demonstrate an understanding of the need to plan for domestic animals, livestock, and wild animals in an emergency situation.
	02.17 Develop an emergency plan for domestic animals, livestock, and wildlife.
	02.18 Analyze risks affecting animals and their owners relating to emergency situations.
03.0	Demonstrate knowledge of the concepts of public safety. The student will be able to:
	03.01 Define the concept of public safety.
	03.02 Identify and discuss careers in public safety (first responders) and the prerequisites for job entry.
	03.03 Describe the roles of individual citizens and public agencies in public safety.
	03.04 Describe and demonstrate the relationship between preparedness and public safety.
	03.05 Describe the role of volunteer agencies in public safety.
	03.06 Demonstrate knowledge of educational requirements, training, and skills in public safety.
04.0	Demonstrate an understanding of community-based organizations and their role in emergency preparedness and response. The student will be able to:

CTE Standards and Benchmarks	
04.01	Describe the history of volunteer agencies in emergency situations.
04.02	Identify local community-based organizations and their roles in emergency preparedness and response.
04.03	Identify the various careers and volunteer opportunities in community-based organizations and the prerequisites for job entry relating to emergency preparedness and response.
04.04	Describe Citizen's Emergency Response Team (CERT) and its role in emergency response.
04.05	Participate/volunteer in a community-based organization involved in emergency preparedness and response (CERT, Red Cross, etc.).
05.0	Describe procedures to prevent the transmission of blood-borne pathogens, including HIV and Hepatitis B and C. The student will be able to:
05.01	Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood-borne pathogens, including HIV.
05.02	Identify community resources and services available to individuals with diseases caused by blood-borne pathogens.
05.03	Identify "at-risk" behaviors that promote the spread of HIV and other blood-borne pathogens and the public education necessary to combat the spread of diseases caused by blood-borne pathogens.
05.04	Apply infection control techniques designed to prevent the spread of diseases caused by blood-borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
05.05	Demonstrate knowledge of the legal aspects of HIV infection, including testing.

Florida Department of Education
Student Performance Standards

Course Title: **Emergency Planning and Response 2**
Course Number: **8602020**
Course Credit: **1**

Course Description:

This course is designed to develop an understanding of the National Response Plan, the National Incident Management System, critical infrastructure protection process, law and ethics for first responders, communications, and first aid.

CTE Standards and Benchmarks	
06.0	Demonstrate knowledge of the National Response Plan (NRP) and the National Incident Management System (NIMS) related to Homeland Security. The student will be able to:
06.01	Describe the history of the Civil Defense System.
06.02	Demonstrate an understanding of the history and functions of the Department of Homeland Security.
06.03	Define NRP and NIMS.
06.04	Demonstrate an understanding of the history and purpose of NRP and NIMS.
06.05	List and describe the components of the NIMS approach.
06.06	Describe the relationship between the NRP and the NIMS.
06.07	Describe the role NRP and NIMS in manmade and natural emergencies.
06.08	Describe the role of NRS and NIMS in terrorism.
06.09	Identify the ways in which NIMS affects preparedness.
06.10	Demonstrate knowledge of how NIMS affects how resources are managed.
07.0	Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR) and effective Automated External Defibrillator (AED) use. The student will be able to:
07.01	Complete a self-assessment and explain the role of behavior in preventing emergencies that affect self and others.
07.02	Recognize electrical hazards, hazardous materials, and life threatening situations and describe role of first responder in keeping self and others safe in emergencies.
07.03	Demonstrate the proper use of personal protective devices and hygiene employed when providing emergency care.

CTE Standards and Benchmarks	
	07.04 Describe when and demonstrate how to move a victim in an emergency situation.
	07.05 Demonstrate basic first aid techniques and secure certification.
	07.06 Apply CPR and secure CPR certification.
	07.07 Demonstrate effective use of AED and secure AED certification.
	07.08 Describe citizen and first responder protocols in arriving on the scene of a medical emergency.
	07.09 Describe citizen and first responder role in using 911 to activate emergency medical system (EMS).
08.0	Demonstrate knowledge of the critical infrastructure protection (CIP) process to secure the effective protection of people, physical entities, and cyber systems. The student will be able to:
	08.01 Demonstrate knowledge of the people, physical entities, and cyber systems that make up critical infrastructure.
	08.02 Demonstrate knowledge of the basic process for protection of those infrastructures upon which survivability and continuity of operations depend.
	08.03 Demonstrate knowledge of the roles and responsibilities of local, state, and federal agencies in critical infrastructure protection operations.
	08.04 Demonstrate knowledge of hazard mapping as a risk assessment tool identifying the locations of critical infrastructure and vulnerable populations.
	08.05 Demonstrate knowledge of CIP risk assessment within the community and describe the process for reducing vulnerability.
	08.06 Explain Continuity of Government (COG) – how operations and services of governments at federal, state, and local levels critical to the functioning of the nation's systems, i.e., public health, safety, and welfare would continue operations after a major incident.
09.0	Demonstrate an understanding of the law and ethics as they relate to first responders. The student will be able to:
	09.01 Demonstrate an understanding of the legal issues related to first responders (Good Samaritan Laws, consent to treat, implied consent to treat, duty to rescue, etc.).
	09.02 Identify the moral and ethical considerations in an emergency response.
	09.03 Demonstrate knowledge of the rights of victims and proper procedures used when interacting with them.
	09.04 Demonstrate knowledge of confidentiality laws.
	09.05 List the actions that a first responder should take to provide for the safety of individuals and assist in the preservation of the scene of an emergency.
	09.06 Discuss issues concerning the fundamental components of documentation.
	09.07 Demonstrate an understanding of our federal system of government and jurisdictional issues relating to first responders.

CTE Standards and Benchmarks	
	09.08 Cite fundamental theories, facts, concepts, principles and the requirements of relevant federal and state environmental and safety legislation on emergency management organizations and private sector businesses.
	09.09 Discuss issues of national security versus individual rights and liberties.
	09.10 Demonstrate knowledge of court decisions relating to post-disaster situations.
10.0	Demonstrate knowledge of the concepts and principles of all aspects of communication and the media in a crisis or disaster. The student will be able to:
	10.01 Describe a public information system as required by NIMS.
	10.02 Understand the duties of public information officers.
	10.03 Discuss key elements of a joint information system.
	10.04 Discuss FEMA's emergency outreach procedures for insuring that information is complete, accurate, and approved for public release.
	10.05 Identify protocols/guidelines for providing timely and accurate information to the public when dealing with the media.
	10.06 Describe the Homeland Security Emergency Function 15.
	10.07 Demonstrate the use of emergency communications, such as amateur (ex: HAM) radio operation.
	10.08 Demonstrate knowledge of emerging communication technologies.
	10.09 Demonstrate how to write an effective press release about emergencies.
	10.10 Discuss the need to maintain secure warning technologies and mediums.
	10.11 Demonstrate an understanding of special need populations (ex: non-English speakers, hearing-impaired, sight-impaired, etc.).
	10.12 Develop a communications plan for a given emergency.
	10.13 Demonstrate an understanding of current warning and locator communications technology.
	10.14 Demonstrate understanding of the history of emergency notification systems.
	10.15 Demonstrate understanding of various emergency notification systems, their function, and interrelationships (Emergency Broadcasting System, Emergency Public Information System, Emergency Alert System, Digital Alert Emergency System, reverse 911, etc.).
11.0	Demonstrate knowledge of the concepts of hazardous materials identification, decontamination and treatment protocols. The student will be able to:
	11.01 Define hazardous material.

CTE Standards and Benchmarks
11.02 Identify careers relating to hazardous materials and the prerequisites for job entry.
11.03 Identify potential sources of harm to human health from hazardous materials and explain the primary hazard presented by each.
11.04 Identify incompatible chemicals.
11.05 Explore methods of eliminating or reducing exposure to environmental toxic agents.
11.06 Demonstrate knowledge of basic principles of toxicology.
11.07 Demonstrate knowledge of exposure limits to specific toxins.
11.08 Demonstrate knowledge of the effects of toxic substances on specific body systems.
11.09 Identify potential health hazards relating to chemical exposure.
11.10 Identify symbols used to label hazardous materials.
11.11 Identify decontamination and treatment procedures for people and equipment.
11.12 Demonstrate knowledge of basic control, containment, and confinement procedures.
11.13 Demonstrate the steps for approaching and managing a hazardous scene while providing for personal, team, and bystander safety.
11.14 Identify and demonstrate the use of personal protective equipment as it relates to hazardous materials.
11.15 Demonstrate understanding of OSHA policies regarding hazardous substances in emergency-prone areas.

Florida Department of Education
Student Performance Standards

Course Title: **Emergency Planning and Response 3**
Course Number: **8602030**
Course Credit: **1**

CTE Standards and Benchmarks	
12.0	Demonstrate knowledge of emergency management leadership and administration concepts. The student will be able to:
12.01	Define emergency management.
12.02	Discuss the history of emergency management.
12.03	Demonstrate an understanding of the historical role that politics has played in emergency response.
12.04	Identify careers available within emergency management and the prerequisites for job entry.
12.05	Describe the basic organizational structure common to/used in emergency management, interagency cooperation and coordination in an emergency.
12.06	Define the basic role and command of the incident commander and staff.
12.07	Describe how various charitable, private, and government agencies interact in an emergency.
12.08	Describe how local, county, state, and federal agencies interact in an emergency.
13.0	Demonstrate knowledge of search and rescue techniques and protocols. The student will be able to:
13.01	Identify careers relating to search and rescue and the prerequisites for job entry.
13.02	Describe the various search and rescue operations (wilderness, urban, combat, air-sea, mass rescue operations, cave, etc.).
13.03	Identify the four areas of specialization for the Urban Search and Rescue Task Force (search, rescue, technical, and medical personnel).
13.04	Identify various government agencies' roles in civilian search and rescue.
13.05	Describe the role of volunteers and volunteer organizations in search and rescue operations.
13.06	Demonstrate knowledge of wilderness tracking skills.
13.07	Demonstrate use of global positioning systems (GPS).
13.08	Demonstrate knowledge of the various skills, responsibilities, and equipment used in search and rescue.

CTE Standards and Benchmarks	
	13.09 Describe and discuss various types of alerting devices and systems (911, locator beacons, Morse code, signal flags, flares, etc.).
	13.10 Describe search methods used in various types of search and rescue operations.
	13.11 Discuss the role of satellites in search and rescue operations, including NOAA's Search and Rescue Satellite-Aided Tracking System (SARSAT).
	13.12 Identify the role and specific uses of animals as first responders.
	13.13 Identify basic training and certification for search and rescue animals and their trainers.
14.0	Demonstrate knowledge of land, air and water contamination and response. The student will be able to:
	14.01 Demonstrate knowledge of the history of contamination disasters and official responses to them.
	14.02 Demonstrate knowledge of the impacts of land, air, and water contamination on the environment.
	14.03 Discuss the origins of land, air, and water contamination.
	14.04 Identify national, state, and local emergency response agencies and departments and their roles in contamination emergencies.
	14.05 Discuss the role of the military in contamination emergencies.
	14.06 Discuss the responsibilities of individuals to prevent contamination of the environment.
	14.07 Discuss the responsibilities of industry to prevent contamination of the environment.
	14.08 Discuss the responsibilities of industry and government in clean-ups.
	14.09 Discuss the role of advocacy groups in response to environmental contamination.
	14.10 Discuss the role of politics in making response decisions.
15.0	Demonstrate knowledge of science (weather, oceanography, geo-sciences, etc.) and its role in natural disasters. The student will be able to:
	15.01 Identify careers in natural sciences relating to first responders and the prerequisites for job entry.
	15.02 Define and describe the various types of natural disasters.
	15.03 Describe the weather and geophysical conditions that lead to various types of weather emergencies (wildfires, tornadoes, etc.).
	15.04 Demonstrate an understanding of the role meteorology plays in prediction and preparedness for weather emergencies.
	15.05 Demonstrate an understanding of the various regional and seasonal weather patterns and the role they play in natural disasters.

CTE Standards and Benchmarks	
	15.06 Demonstrate knowledge of historical natural disasters and the human response to each.
16.0	Demonstrate knowledge of Armed Services Agencies as first responders. The student will be able to:
	16.01 Identify first responder careers in the military and the prerequisites for job entry.
	16.02 Identify the role of the National Guard in emergency response.
	16.03 Identify the role of the National Guard in community service.
	16.04 Demonstrate an understanding of the relationship between the state National Guard and the state government in emergency situations.
	16.05 Demonstrate knowledge of the role of the military in providing technical support and assistance to first responders in emergency situations, including civil unrest.
	16.06 Demonstrate knowledge of the role of the military in establishing and maintaining control during emergency situations including civil unrest.
	16.07 Demonstrate knowledge of the role of the military in abating the consequences of a terrorist attack.
17.0	Demonstrate a knowledge of terrorism as it relates to first responders. The student will be able to:
	17.01 Define terrorism and related terms.
	17.02 Identify and discuss the chief characteristics of terrorist activities.
	17.03 Identify careers in homeland security as they relate to terrorism and the prerequisites for job entry.
	17.04 Demonstrate knowledge of the history of domestic and international terrorism.
	17.05 Provide an overview of terrorist groups and activities in the United States.
	17.06 Demonstrate knowledge of the legal issues related to terrorism. Identify basic terms and definitions associated with Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) Hazards.
	17.07 Discuss the need to self-protect, keeping first responder safety as a priority.
	17.08 Discuss the role of first responders with regard to terrorism.
	17.09 Discuss the role of a crisis negotiation team and participate in a simulated emergency situation.
	17.10 Discuss the role of international agencies in combating terrorism (Interpol).
	17.11 Discuss the need to recognize the presence of and identify criminal activity or terrorism in an emergency.

CTE Standards and Benchmarks	
	17.12 Discuss the role of counter-intelligence and technology in deterring terrorism.
	17.13 Demonstrate knowledge of the psychological impact of a terrorist event.
	17.14 Demonstrate an understanding of the terrorist profile.
	17.15 Demonstrate an understanding of attack-vulnerability factors.
	17.16 Identify chief characteristics of potential terrorist threats.
18.0	Demonstrate knowledge of basic concepts of firefighting. The student will be able to:
	18.01 Identify career opportunities in firefighting and the prerequisites for job entry.
	18.02 Identify training and skills necessary for firefighting.
	18.03 Describe the departmental organizational structure of firefighting and specific duties of employees.
	18.04 Demonstrate an understanding of different fire regulations at local, state, and federal levels.
	18.05 Classify the four types of fire and the methods of fighting each.
	18.06 Demonstrate an understanding of volunteer and community participation in firefighting.
	18.07 Describe the fire triangle: oxygen, fuel, and heat.
	18.08 Demonstrate knowledge of the concepts of fire hazards.
	18.09 Demonstrate an understanding of the role of EMT in firefighting.
	18.10 Describe and demonstrate behaviors of physical wellness according to an individual’s abilities.
	18.11 Discuss different types of carriers and techniques for removing an unconscious or disabled victim from a dangerous situation.
	18.12 Develop a personal fire safety plan.

Florida Department of Education
Student Performance Standards

Course Title: **Emergency Planning and Response 4**
Course Number: **8602040**
Course Credit: **1**

Course Description:

This course is designed to develop competencies in employability skills, understanding public policy and regulatory issues, the psychological impacts of dealing with death and injuries, understanding of human diversity and. The student will develop and produce a capstone project based on an extensive research activity in emergency planning and response and also plan participate in mock disasters.

CTE Standards and Benchmarks	
19.0	Prepare written reports. The student will be able to:
19.01	Identify the who-what-when-where-why-how elements of a report.
19.02	Use vocabulary related to first responders correctly.
19.03	Describe the purpose of different types of reports.
19.04	Write a report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation and legibility.
19.05	Identify and locate state statutes.
20.0	Explain the importance of employability skill and entrepreneurship skills. The student will be able to:
20.01	Identify and demonstrate positive work behaviors needed to be employable.
20.02	Develop personal career plan that includes goals, objectives, and strategies.
20.03	Examine licensing, certification, and industry credentialing requirements.
20.04	Maintain a career portfolio to document knowledge, skills, and experience.
20.05	Evaluate and compare employment opportunities that match career goals.
20.06	Identify and exhibit traits for retaining employment.
20.07	Identify opportunities and research requirements for career advancement.

CTE Standards and Benchmarks	
	20.08 Research the benefits of ongoing professional development.
	20.09 Examine and describe entrepreneurship opportunities as a career planning option.
21.0	Understand policies and procedures related to public policy and regulatory and records issues. The student will be able to:
	21.01 Demonstrate understanding of Occupational Safety and Health Administration (OSHA) policies as they pertain to first responders.
	21.02 Demonstrate an understanding of the regulations regarding record keeping as they relate to first responders.
	21.03 Demonstrate understanding of regulations regarding the training of first responders.
	21.04 Demonstrate understanding of the Stafford Disaster Relief and Emergency Assistance Act.
	21.05 Simulate the process of applying for federal disaster assistance in a given situation.
	21.06 Identify the elements of next-of-kin notification policies.
22.0	Demonstrate an understanding of the psychological impacts, both personal and regional, in first responder situations. The student will be able to:
	22.01 Summarize possible emotional reactions that a first responder may experience when faced with trauma and death.
	22.02 Discuss the possible reactions that family members may exhibit when confronted with trauma and death.
	22.03 Explain the steps in the first responder's approach to dealing with a family confronted with death and dying.
	22.04 Discuss the psychological effects on a community that has been struck by a disaster, especially the effects of stress and the factors that cause it.
	22.05 Discuss methods of reducing/alleviating stress during and after crises and disasters.
	22.06 Analyze and discuss the communal reaction to public policy responses to disaster.
23.0	Demonstrate an understanding of human diversity. The student will be able to:
	23.01 Identify cultural factors that may affect human relations and perceptions in emergency situations.
	23.02 Demonstrate an understanding of methods of communication that may enhance cooperation in culturally diverse communities.
24.0	Demonstrate knowledge of and participate in disaster practice. The student will be able to:
	24.01 Perform a disaster scene assessment and plan appropriate response. Participate in "tabletop" simulation activities.
	24.02 Plan and participate in a mock disaster drill.

CTE Standards and Benchmarks	
25.0	Successfully work as a member of a team. The student will be able to:
25.01	Accept responsibility for specific tasks in a given situation.
25.02	Document progress, and provide feedback on work accomplished in a timely manner.
25.03	Complete assigned tasks in a timely and professional manner.
25.04	Reassign responsibilities when the need arises.
25.05	Complete daily tasks as assigned on one's own initiative.
26.0	Manage time according to a plan. The student will be able to:
26.01	Set realistic time frames and schedules.
26.02	Keep a written time sheet of work accomplished on a daily basis.
26.03	Meet goals and objectives set by the team.
26.04	Identify individual priorities.
26.05	Complete a weekly evaluation of accomplishments, and reevaluate goals, objectives and priorities as needed.
27.0	Keep acceptable records of progress, problems and solutions. The student will be able to:
27.01	Develop a record keeping system in the form of a log book to record daily progress.
27.02	Use a project journal to identify problem statement
27.03	Develop a portfolio of work accomplished to include design drawings, research, drawings and plans, models, mock-ups and prototypes.
28.0	Plan, organize and carry out a project plan. The student will be able to:
28.01	Determine the scope of a project.
28.02	Organize the team according to individual strengths.
28.03	Assign specific tasks within a team.
28.04	Determine project priorities.
28.05	Identify required resources.

CTE Standards and Benchmarks	
	28.06 Plan research, development, design, construction and manufacturing activities as required.
	28.07 Carry out the project plan to successful completion.
29.0	Manage resources. The student will be able to:
	29.01 Identify required resources for each stage of the project plan.
	29.02 Determine the methods needed to acquire needed resources.
	29.03 Demonstrate good judgment in the use of resources.
	29.04 Recycle and reuse resources where appropriate.
	29.05 Demonstrate an understanding of proper legal and ethical waste disposal.
30.0	Carry out a research assignment and document the results of research efforts. The student will be able to:
	30.01 Identify the basic research needed to develop the project plan.
	30.02 Identify available resources for completing background research required in the project plan.
	30.03 Demonstrate the ability to locate resource materials in a library, data base, internet and other research resources.
	30.04 Demonstrate the ability to organize information retrieval.
	30.05 Demonstrate the ability to prepare a topic outline.
	30.06 Write a draft of the research report.
	30.07 Edit and proof the research report. Use proper form for a bibliography, footnotes, quotations and references.
	30.08 Prepare an electronically composed research paper in proper form.
	30.09 Conduct a research experiment.
	30.10 Complete a laboratory report on the experiment, documenting results, data and observations.
	30.11 Prepare a display of the experiment to include a title, problem statement, hypothesis, material list, procedure, results and observations, data tables and or graphs and charts, illustrations of the procedure, models, mock ups, devices or fixtures required conclusion safety statements and an abstract.
31.0	Use presentation skills and appropriate media to describe the progress, results and outcomes of the experience. The student will be able to:

CTE Standards and Benchmarks	
	31.01 Prepare a multi-media presentation on the completed project.
	31.02 Make an oral presentation, using multi-media materials.
	31.03 Review the presentation, and make changes in the delivery method(s) to improve presentation skills.
32.0	Demonstrate competency in the area of expertise that this project is based upon. The student will be able to:
	32.01 Demonstrate a mastery of the content of the selected subject area.
	32.02 Demonstrate the ability to use related technological tools, materials and processes related to the specific program area.
	32.03 Demonstrate the ability to apply the knowledge, experience and skill developed in the previous program completion to the successful completion of this demonstration.
	32.04 Demonstrate the acquisition of additional knowledge, skill and experience in one area of the selected field of study beyond the program standards.

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.SI.1.1

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

Career and Technical Student Organization (CTSO)

Florida Public Service Association (FPSA) and SkillsUSA are the inter-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Course Title: **Government and Public Administration Directed Study**
Career Cluster: **Government & Public Administration**

Secondary – Career Preparatory	
Course Number	8603000
CIP Number	0744999901
Grade Level	11-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	Refer to the **Course Structure** section.
CTSO	Skills USA FPSA Inc.
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 Government & Public Administration 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 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
8603000	Government and Public Administration Directed Study	ANY PUBLIC SERV OCC ED G	1 credit – Multiple credits	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

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 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: **Government and Public Administration Directed Study**
Course Number: **8603000**
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.

CTE Standards and Benchmarks
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)

SkillsUSA and Florida Public Service Association (FPSA). are the inter-curricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Careers in Public Service**
Program Type: **Non Career Preparatory**
Career Cluster: **Government & Public Administration**

Secondary – Non Career Preparatory	
Program Number	8607100
CIP Number	0744040107
Grade Level	9-12
Standard Length	2 credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	FPSA, SkillsUSA
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 Government & Public Administration 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 Government & Public Administration career cluster.

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

Program Structure

This program is a planned sequence of instruction consisting of two credits.

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8607110	Public Service Leadership	Social Studies 6-12 ELA 6-12 Business 6-12	.5 credit	3	
8607120	Public Service Communication		.5 credit	3	
8607130	Project Management and Experiential Learning in Public Service		.5 credit	3	
8607140 **OR** 1700510	Public Service Research * **OR** AP Capstone Research		.5 credit .5 credit	3 3	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

*Note: The Public Service Research requirement may be fulfilled by completing Advanced Placement Research, provided that the student's final course project focuses on a public service issue.

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:

Public Service Leadership

01.0 Identify leadership traits and qualities as they appear in different individuals and situations.
02.0 Explore civic dispositions in public service leadership.
03.0 Manifest significant leadership skills and organize group(s) to achieve project goals.
04.0 Assess the skills and expertise needed for effective public leadership.
05.0 Demonstrate proficiency with information technology tools.
06.0 Apply problem solving techniques used by public leaders.
07.0 Utilize active learning techniques to foster public service leadership skills.
08.0 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
09.0 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
10.0 Demonstrate an understanding of the principles, functions and organization of government.

Public Service Communication

11.0 Demonstrate the ability to use interpersonal-communication skills to enhance civic dispositions in public service communication.
12.0 Demonstrate proficiency with information technology and communication tools.
13.0 Illustrate ELA expectations.
14.0 Communicate through writing.
15.0 Analyze informational text.
16.0 Conduct public communication research.
17.0 Distinguish communication genres.
18.0 Apply communication techniques used in public service contexts.
19.0 Utilize active learning techniques to promote public service communication.
20.0 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
21.0 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
22.0 Demonstrate an understanding of the principles, functions and organization of government.
23.0 Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.

Project Management and Experiential Learning in Public Service

24.0 Reflect on public works and public sector employment skills and practices.
25.0 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.
26.0 Recognize key terminology within project management.
27.0 Explain key concepts and terms used within project management planning and preparation.
28.0 Describe project roles and responsibilities.
29.0 Analyze project management tools, structures, and systems.

30.0 Describe problem-solving tools and techniques in project management.
31.0 Classify plan-based approaches.
32.0 Describe characteristics of an effective project management plan and schedule.
33.0 Develop implementation plans for project management.
34.0 Classify project management situations.
35.0 Determine attributes within project management plans.
36.0 Describe roles and responsibilities in project management.
37.0 Determine attributes of project management document controls.
38.0 Identify project management plan components.
39.0 Describe tasks and steps in project management.
40.0 Analyze project management frameworks.
41.0 Analyze characteristics of project management stakeholder communication.
42.0 Describe characteristics needed for effective information gathering.
43.0 Identify characteristics of a project plan.
44.0 Identify elements of completed projects.
45.0 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
46.0 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
47.0 Demonstrate an understanding of the principles, functions and organization of government.

Public Service Research

48.0 Communicate through writing.
49.0 Analyze informational text.
50.0 Develop effective oral communication skills.
51.0 Conduct public service research.
52.0 Experience public service research product creation and collaboration.
53.0 Illustrate ELA expectations.
54.0 Demonstrate an understanding of the origins and purposes of government, law and the American political system.
55.0 Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
56.0 Demonstrate an understanding of the principles, functions and organization of government.

Florida Department of Education
Student Performance Standards

Course Title: **Public Service Leadership**
Course Number: **8607110**
Course Credit: **.5**

Course Description:

The course is designed to develop competencies in public service leadership with a focus on approaches to leadership, leadership techniques, leadership skills development and leadership strategies. The course provides a practical introduction to the work environment through direct contact with professionals in the public service community.

CTE Standards and Benchmarks	
01.0	Identify leadership traits and qualities as they appear in different individuals and situations. The student will be able to:
01.01	Identify characteristics that empower an individual to be a proficient, creative problem solver.
01.02	Recognize and emulate effective implementation of creative problem-solving skills.
01.03	Simulate a creative problem-solving encounter with a diverse group of individuals.
01.04	Analyze the productivity of the group's response to the problem following the conclusion of a creative problem-solving experience.
01.05	Display flexibility when incorporating individual beliefs and values toward goal attainment.
01.06	Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
01.07	Implement conflict management and resolution techniques to bring about positive change.
01.08	Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
02.0	Explore civic dispositions in public service leadership. The student will be able to:
02.01	Interpret the thought and practice of republicanism and liberalism expressed in the Declaration of Independence and through self-government.
02.02	Examine the philosophical and practical underpinnings of the United States.
02.03	Assess the conditions necessary for promoting freedom and self-government in a constitutional republic.
02.04	Explore the Founders' thoughts in various public policy areas and their concern about and attempts to avoid the rise of partisanship in American politics.

CTE Standards and Benchmarks	
	02.05 Apply enhanced public service leadership and professional career skills.
03.0	Manifest significant leadership skills and organize group(s) to achieve project goals. The student will be able to:
	03.01 Demonstrate the ability to convey to group members good decision-making skills.
	03.02 Stimulate group discussion and decision making by asking appropriate questions.
	03.03 Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
	03.04 Convey information, concepts, and ideas using appropriate and advanced techniques.
	03.05 Show an awareness of the experiences, needs, and concerns of others in the communication process.
	03.06 Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
	03.07 Integrate information systems in the problem-solving process.
	03.08 Use information systems to identify and analyze trends and events in order to forecast future implications.
	03.09 Recognize positive interdependence as a basic tenet.
	03.10 Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
	03.11 Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
04.0	Assess the skills and expertise needed for effective public leadership. The student will be able to:
	04.01 Demonstrate expertise in a specific occupation contained within the public service sector.
	04.02 Explore higher order critical thinking and reasoning skills appropriate for public service leadership.
05.0	Demonstrate proficiency with information technology tools. The student will be able to:
	05.01 Utilize word processing to develop written artifacts.
	05.02 Develop reports and/or exhibits using presentation slides
	05.03 Create information and data reports focusing using spreadsheets
06.0	Apply problem solving techniques used by public leaders. The student will be able to:
	06.01 Identify the tools of public leadership information gathering.

CTE Standards and Benchmarks	
	06.02 Outline techniques of public leadership information gathering.
	06.03 Identify the required elements of an effective meeting.
	06.04 Describe how meeting elements are used to engage in public leadership.
07.0	Utilize active learning techniques to foster public service leadership skills. The student will be able to:
	07.01 Demonstrate the roles and responsibilities of public leaders and how public service leadership is experienced within government institutions and non-profit organizations.
	07.02 Analyze the traits and qualities of an effective public servant focusing on how public servants perceive their roles and responsibilities within government agencies and non-profit organizations, emphasizing the concept of “servant-leadership”.
	07.03 Summarize the factors impacting the relationship between public service leaders and the public including how individuals and groups interact with public service and non-profit leaders, and how government and non-government agencies are affected by their interaction with public service and non-profit leaders as well.
	07.04 Outline the skills that public leaders should possess to achieve their project goals and to bring about positive change focusing on decision making approaches emphasizing effective communication and presentation skills.
	07.05 Analyze the interaction between citizenship and participation and how public service and non-profit leaders recognize the role that citizens and communities play in group settings, including, but not limited to, public and non-profit decision-making.
08.0	Demonstrate an understanding of the origins and purposes of government, law and the American political system. The student will be able to:
	08.01 Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
	08.02 Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
09.0	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system. The student will be able to:
	09.01 Explain the constitutional provisions that establish and affect citizenship.
	09.02 Explain the importance of political and civic participation to the success of the United States’ constitutional republic.
	09.03 Explain the responsibilities of citizens at the local, state and national levels.
	09.04 Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
	09.05 Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
	09.06 Analyze the impact of civic engagement as a means of preserving or reforming institutions.
	09.07 Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

CTE Standards and Benchmarks	
09.08	Explain the process and procedures of elections at the state and national levels.
09.09	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
09.10	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
10.0	Demonstrate an understanding of the principles, functions and organization of government.
10.01	Examine Congress, congressional power, and how the legislative process operates today, drawing comparisons between the intentions of the Founders in the Constitution and Progressive departures therefrom.
10.02	Illustrate how the executive power and how the presidency is structured, how it has changed through American history, and how it functions today.
10.03	Assess the federal bureaucracy and the administrative state that have arisen since the Progressive era.
10.04	Observe how the federal bureaucracy and the administrative state function within government, and how their existence is contrary to the principles of the Founders.
10.05	Describe the state and local governments in which they are represented, as well as some of the principles and history undergirding these governing institutions in the United States.
10.06	Examine social and economic policy within the United States—including the various fields of social and economic policy, the branches of government, bureaucratic agencies, and interests involved in such policy decisions—and a broad overview of the types of contested issues in these fields that have emerged in the country's history to the present day.
10.07	Explain how the U.S. Constitution safeguards and limits individual rights.
10.08	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
10.09	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
10.10	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
10.11	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
10.12	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
10.13	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
10.14	Explain how issues between Florida, other states and the national government are resolved.
10.15	Explain how citizens are affected by the local, state and national governments.

Florida Department of Education
Student Performance Standards

Course Title: **Public Service Communication**
Course Number: **8607120**
Course Credit: **.5**

Course Description:

The course is designed to develop competencies in public service communication with a focus on civic debate. This course emphasizes communication and debate skills, and their role in supporting political and policy advocacy in the public sector and non-profit communities. Students will participate in the Florida Civics and Debate Initiative to meet course requirements.

CTE Standards and Benchmarks	
11.0	Demonstrate the ability to use interpersonal-communication skills to enhance civic dispositions in public service communication.
11.01	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
11.02	Adapt civic health messages and communication techniques to a specific target audience.
12.0	Demonstrate proficiency with information technology and communication tools.
12.01	Utilize word processing to develop written artifacts.
12.02	Develop reports and/or exhibits using presentation slides.
12.03	Create information and data reports focusing using spreadsheets.
12.04	Describe and demonstrate ethical and responsible use of modern communication media and devices.
12.05	Evaluate modes of communication and collaboration.
12.06	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
12.07	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
13.0	Illustrate ELA expectations.
13.01	Cite evidence to explain and justify reasoning.
13.02	Read and comprehend grade-level complex texts proficiently.

CTE Standards and Benchmarks	
	13.03 Make inferences to support comprehension.
	13.04 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
	13.05 Use the accepted rules governing a specific format to create quality work.
	13.06 Use appropriate voice and tone when speaking or writing.
	13.07 Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.
14.0	Communicate through writing.
	14.01 Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.
	14.02 Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.
	14.03 Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.
15.0	Analyze informational text.
	15.01 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
	15.02 Evaluate the support an author uses to develop the central idea(s) throughout a text.
	15.03 Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
	15.04 Analyze the central idea(s) of historical American speeches and essays.
	15.05 Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.
	15.06 Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
16.0	Conduct public communication research.
	16.01 Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.
17.0	Distinguish communication genres.
	17.01 Paraphrase content from grade-level texts.
	17.02 Explain an author’s use of rhetoric in a text.

CTE Standards and Benchmarks	
18.0	Apply communication techniques used in public service contexts.
18.01	List the components of a public service communication plan.
18.02	Describe the components of a public service communication plan.
18.03	Describe the communication tools used for effective public service communication.
18.04	Explain how communication tools are used for effective public service communication
19.0	Utilize active learning techniques to promote public service communication.
19.01	Demonstrate the utilization of interpersonal communication skills in a public service context to enhance civic health and avoid or reduce compromising or limiting civic health.
19.02	Illustrate the ability to advocate for individual, peer, school, family, and community health using public service communication techniques within traditional media outlets and social media platforms.
19.03	Promote effective public service communication emphasizing the responsible use of technology and information across traditional media outlets and social media platforms.
19.04	Experience communication and collaboration through active participation in the Florida Civics and Debate Initiative and through effective public service communication.
20.0	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
20.01	Examine how intellectual influences in primary documents contributed to the ideas in the Declaration of Independence, the U.S. Constitution and the Bill of Rights.
20.02	Explain the influence of Enlightenment ideas on the Declaration of Independence.
20.03	Explain arguments presented in the Federalist Papers in support of ratifying the U.S. Constitution and a republican form of government.
20.04	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
20.05	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
21.0	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
21.01	Explain how public opinion shapes personal opinion and how civic participation can influence election outcomes.
21.02	Critique civic associations and interest groups, the power they hold, and the ways in which they may enhance or detract from the interests of individuals.
21.03	Explain the constitutional provisions that establish and affect citizenship.

CTE Standards and Benchmarks	
	21.04 Explain the importance of political and civic participation to the success of the United States' constitutional republic.
	21.05 Explain the responsibilities of citizens at the local, state and national levels.
	21.06 Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
	21.07 Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
	21.08 Analyze the impact of civic engagement as a means of preserving or reforming institutions.
	21.09 Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
	21.10 Explain the process and procedures of elections at the state and national levels.
	21.11 Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
	21.12 Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
	21.13 Analyze the influence and effects of various forms of media and the internet in political communication.
22.0	Demonstrate an understanding of the principles, functions and organization of government.
	22.01 Explain how the U.S. Constitution safeguards and limits individual rights.
	22.02 Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
	22.03 Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
	22.04 Describe how independent regulatory agencies interact with the three branches of government and with citizens.
	22.05 Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
	22.06 Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
	22.07 Compare the role of state and federal judges with other elected officials.
	22.08 Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
	22.09 Explain how issues between Florida, other states and the national government are resolved.
	22.10 Explain how citizens are affected by the local, state and national governments.
23.0	Demonstrate an understanding of contemporary issues in world affairs and evaluate the role and impact of U.S. foreign policy.

CTE Standards and Benchmarks
23.01 Explain how the United States uses foreign policy to influence other nations.
23.02 Explain how U.S. foreign policy supports democratic principles and protects human rights around the world.

Florida Department of Education
Student Performance Standards

Course Title: **Project Management and Experiential Learning in Public Service**
Course Number: **8607130**
Course Credit: **.5**

Course Description:

The course is designed to develop competencies in project management readiness and experiencing public service. Students will also be involved in public service through a combination of job shadowing, service learning and volunteerism, short-term or long-term internships, and other experiential learning opportunities. Students will complete an entry level project management CTE curriculum which is useful across a wide range of career paths, including public service.

CTE Standards and Benchmarks	
24.0	Reflect on public works and public sector employment skills and practices.
24.01	Demonstrate public service employability skills.
24.02	Explain the importance of public service employability and entrepreneurship skills.
24.03	Operate a computer using software and programs to develop documents, reports and presentations using word processing, presentation slides and spreadsheets in a proficient manner.
24.04	Identify basic elements in public service work requiring interpersonal skills.
24.05	Describe the importance of professional ethics and legal responsibilities in public service and non-profit contexts.
24.06	Illustrate the critical role that positive civic dispositions play when engaged in public sector employment.
24.07	Demonstrate public service leadership and teamwork skills needed to accomplish team goals and objectives.
24.08	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
24.09	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.
25.0	Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.
25.01	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
26.0	Recognize key terminology within project management.
26.01	Outline projects, products, programs, and portfolios within a project management context.

CTE Standards and Benchmarks	
	26.02 Describe project management.
	26.03 Outline a business case within a project management context.
	26.04 Describe the scope of a project.
	26.05 Describe deliverables as project components.
	26.06 Identify milestones and tasks in a project management context.
	26.07 List the components of a project.
	26.08 List the business components of a project.
	26.09 Define the issues. risks, assumptions, and constraints of project management.
	26.10 Describe the features of a project management plan needed for project delivery.
	26.11 Identify the features of responsive project delivery.
	26.12 Identify the ethical foundations of project management.
27.0	Explain key concepts and terms used within project management planning and preparation.
	27.01 Identify core concepts of project management plans including cost, quality, risk, and schedule.
	27.02 Differentiate among different types of project management resources.
	27.03 Recognize project management terms relating to business.
	27.04 Describe project management organizational features and organizational environments.
	27.05 Describe project management organizational structures.
	27.06 Illustrate the benefits and concepts associated with project management risk.
	27.07 Identify project management benefits and concepts associated with stakeholders.
28.0	Describe project roles and responsibilities.
	28.01 Describe the role that project managers, sponsors, team leaders, team members, and project clients play in project management.
	28.02 Identify key stakeholder responsibilities in project management including project managers, sponsors, team leaders, team members and project clients.

CTE Standards and Benchmarks	
	28.03 Describe project management leadership and management.
29.0	Analyze project management tools, structures, and systems.
	29.01 Identify the tools commonly used for developing a project management schedule.
	29.02 Outline the characteristics and benefits of the tools of project management.
30.0	Describe problem-solving tools and techniques in project management.
	30.01 Describe project management information gathering tools or techniques.
	30.02 Identify the components required to lead an effective meeting.
31.0	Classify plan-based approaches.
	31.01 Identify the core purpose for commonly used plan-based projects
	31.02 Describe the core knowledge areas and process groups in project management
	31.03 Illustrate the correct order required to complete a project.
	31.04 Explain how a commonly used project structure results in a plan-based approach.
32.0	Describe characteristics of an effective project management plan and schedule.
	32.01 Describe the process for creating a project management schedule.
	32.02 List the elements of a work structure in project management.
	32.03 Identify various elements of a project management plan schedule.
	32.04 Describe the path to developing a project management schedule.
33.0	Develop implementation plans for project management.
	33.01 Describe the role of structural controls in project management planning.
	33.02 Explain how monitoring and controlling techniques are used in project management.
34.0	Classify project management situations.
	34.01 Explain how plan-based project types are determined.

CTE Standards and Benchmarks	
	34.02 Describe criteria used to classify plan-based project types.
	34.03 Recognize the reasons for utilizing project types.
	34.04 Illustrate how transparency and flexibility are used in project management.
	34.05 Describe Servant Leadership within the context of plan-based project management.
	34.06 Outline the methods used to attract project clients.
	34.07 Identify common method for achieving flexibility in project management.
35.0	Determine attributes within project management plans.
	35.01 Describe the methods for setting priorities of a project management plan.
	35.02 Identify the components of a project management framework.
	35.03 Identify ways to measure project progress.
	35.04 Explain the importance of measuring project progress.
36.0	Describe roles and responsibilities in project management.
	36.01 Describe the role of project lead.
	36.02 Describe the role of project member.
	36.03 Identify the core principles of project management teams.
	36.04 Identify characteristics of effective project management team collaboration.
37.0	Determine attributes of project management document controls.
	37.01 Describe project controls in project management.
	37.02 Identify techniques to monitor project progress.
38.0	Identify project management plan components
	38.01 Identify the dynamic elements of a project plan.
	38.02 Identify methods for monitoring and controlling projects in process.

CTE Standards and Benchmarks	
39.0	Describe tasks and steps in project management.
39.01	Describe task features in project management.
39.02	Illustrate how tasks are prioritized in task management.
39.03	Identify completed project stakeholders.
40.0	Analyze project management frameworks.
40.01	Identify the roles of business entities in project management.
40.02	Describe the responsibilities of business entities in project management.
41.0	Analyze characteristics of project management stakeholder communication.
41.01	List project management communication plan elements.
41.02	Identify project management communication plan elements.
42.0	Describe characteristics needed for effective information gathering.
42.01	List information collection requirements in project management.
42.02	List information collection techniques in project management.
42.03	List ways that project management tools are used to meet information requirements.
42.04	Describe information collection requirements in project management.
43.0	Identify characteristics of a project plan.
43.01	Describe project milestones in project management.
43.02	List project milestones in project management.
43.03	Define a plan for confirming that project management milestones have been met.
44.0	Identify elements of completed projects.
44.01	Identify the components of project deliverables.
45.0	Demonstrate an understanding of the origins and purposes of government, law and the American political system.

CTE Standards and Benchmarks	
	45.01 Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
46.0	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
	46.01 Analyze the impact of civic engagement as a means of preserving or reforming institutions.
	46.02 Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
	46.03 Explain the process and procedures of elections at the state and national levels.
	46.04 Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
47.0	Demonstrate an understanding of the principles, functions and organization of government.
	47.01 Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
	47.02 Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
	47.03 Describe how independent regulatory agencies interact with the three branches of government and with citizens.
	47.04 Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
	47.05 Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
	47.06 Explain how issues between Florida, other states and the national government are resolved.
	47.07 Explain how citizens are affected by the local, state and national governments.

Florida Department of Education
Student Performance Standards

Course Title: **Public Service Research**
Course Number: **8607140**
Course Credit: **.5**

Course Description:

The course is designed to develop competencies in research focusing on public service. Students will demonstrate critical thinking and academic research skills on a public service topic. It is strongly encouraged that students will select a public service topic about which they focused in their experiential learning course. Students who have completed AP Seminar may select AP Research as an alternate to "Research in Public Service" to complete the "Research in Public Service" curricular requirement. Students completing AP Research to replace the "Research in Public Service" curricular requirement must focus their research on a public service issue or topic to count AP Research toward their Public Service Career Pathway requirements.

CTE Standards and Benchmarks	
48.0	Communicate through writing.
48.01	Develop written documents using computer-based word processing in a proficient manner.
48.02	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.
48.03	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.
48.04	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
49.0	Analyze informational text.
49.01	Evaluate the support an author uses to develop the central idea(s) throughout a text.
49.02	Analyze the impact of multiple text structures and the use of features in text(s).
49.03	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
50.0	Develop effective oral communication skills.
50.01	Demonstrate higher order critical thinking and reasoning skills appropriate for public service and non-profit leadership.
50.02	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

CTE Standards and Benchmarks	
51.0	Conduct public service research.
51.01	Conduct investigative research on a selected topic related to public service and the non-profit sector using approved research methodology, interpret findings, and prepare presentation to defend results.
51.02	Demonstrate higher order critical thinking and reasoning skills appropriate for the public service or public administration.
51.03	Record and analyze research results using spreadsheets.
51.04	Present research results using presentation slides in a proficient manner.
51.05	Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.
52.0	Experience public service research product creation and collaboration.
52.01	Demonstrate the value of civic dispositions when engaged in public service and non-profit research.
52.02	Engage in communication and collaboration when engaged in public service and non-profit research.
52.03	Create digital presentations with coherent ideas and a clear perspective.
52.04	Create digital presentations to improve understanding of findings, reasoning, and evidence.
53.0	Illustrate ELA expectations.
53.01	Cite evidence to explain and justify reasoning.
53.02	Read and comprehend grade-level complex texts proficiently.
53.03	Make inferences to support comprehension.
53.04	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
53.05	Use the accepted rules governing a specific format to create quality work.
53.06	Use appropriate voice and tone when speaking or writing.
54.0	Demonstrate an understanding of the origins and purposes of government, law and the American political system.
54.01	Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.
54.02	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

CTE Standards and Benchmarks	
55.0	Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.
55.01	Explain the constitutional provisions that establish and affect citizenship.
55.02	Explain the importance of political and civic participation to the success of the United States' constitutional republic.
55.03	Explain the responsibilities of citizens at the local, state and national levels.
55.04	Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.
55.05	Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.
55.06	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
55.07	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
55.08	Explain the process and procedures of elections at the state and national levels.
55.09	Evaluate political communication for bias, factual accuracy, omission and emotional appeal.
55.10	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
56.0	Demonstrate an understanding of the principles, functions and organization of government.
56.01	Explain how the U.S. Constitution safeguards and limits individual rights.
56.02	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
56.03	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
56.04	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
56.05	Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
56.06	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
56.07	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
56.08	Explain how issues between Florida, other states and the national government are resolved.
56.09	Explain how citizens are affected by the local, state and national governments.

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.SI.1.1

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

Career and Technical Student Organization (CTSO)

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

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml.

Florida Department of Education
Curriculum Framework

Program Title: **Principles of Public Service**
Program Type: **Non Career Preparatory**
Career Cluster: **Government and Public Administration**

Secondary – Non Career Preparatory	
Program Number	8900330
CIP Number	07439997PA
Grade Level	9-12, 30,31
Standard Length	1 credit
Teacher Certification	Refer to the **Course Structure** section.
CTSO	SkillsUSA FPSA Inc.
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 Government and Public Administration 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 Government and Public Administration career cluster.

The content includes but is not limited to: employability skills; safe and efficient work practices; communication skills; computer skills; human relations; leadership skills; first aid and disease prevention; firefighting; public safety issues; land, air and water quality technology; the educational system; civil engineering; the criminal justice system; transportation services; social services; and regulatory and records services.

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
8900330	Principles of Public Service	ANY PUBLIC SERV OCC ED G EMT @7 7G PARAMEDIC @7 7G	1 credit	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

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 Demonstrate personal money-management concepts, procedures, and strategies.
02.0 Explain the importance of employability skill and entrepreneurship skills.
03.0 Use information technology tools.
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
05.0 Demonstrate mathematics knowledge and communication skills.
06.0 Perform basic first aid skills, including CPR.
07.0 Discuss blood borne pathogens including AIDS and Hepatitis B.
08.0 Discuss the services of employees in firefighting.
09.0 Discuss the services of employees in land, air quality, and water technology.
10.0 Discuss the services of employees in educational services.
11.0 Discuss the services of employees in public safety.
12.0 Discuss the services of employees in the criminal justice system.
13.0 Discuss the services of employees in civil engineering.
14.0 Discuss the services of employees in transportation services.
15.0 Discuss the services of employees in social services.
16.0 Discuss the services of employees in regulatory and records services.

Florida Department of Education
Student Performance Standards

Course Title: **Principles of Public Service**
Course Number: **8900330**
Course Credit: **1**

Course Description:

This course is designed to familiarize a student with careers is the public service professions. Emphasis also in money management, employability/entrepreneurship skills, technology, math/communication skills, and basic first aid/CPR as well as awareness of blood borne pathogens.

CTE Standards and Benchmarks	
01.0	Demonstrate personal money-management concepts, procedures, and strategies. The student will be able to:
01.01	Identify and describe the services and legal responsibilities of financial institutions.
01.02	Describe the effect of money management on personal and career goals.
01.03	Develop a personal budget and financial goals.
01.04	Complete financial instruments for making deposits and withdrawals.
01.05	Maintain financial records.
01.06	Read and reconcile financial statements.
01.07	Research, compare and contrast investment opportunities.
02.0	Explain the importance of employability skill and entrepreneurship skills. The student 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	Examine licensing, certification, and industry credentialing requirements.
02.04	Maintain a career portfolio to document knowledge, skills, and experience.
02.05	Evaluate and compare employment opportunities that match career goals.
02.06	Identify and exhibit traits for retaining employment.

CTE Standards and Benchmarks	
	02.07 Identify opportunities and research requirements for career advancement.
	02.08 Research the benefits of ongoing professional development.
	02.09 Examine and describe entrepreneurship opportunities as a career planning option.
	02.10 Describe the nature and types of business organizations.
	02.11 Explain the effect of key organizational systems on performance and quality.
	02.12 List and describe quality control systems and/or practices common to the workplace.
	02.13 Explain the impact of the global economy on business organizations.
	02.14 Evaluate and justify decisions based on ethical reasoning.
	02.15 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	02.16 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	02.17 Interpret and explain written organizational policies and procedures.
03.0	Use information technology tools. The student will be able to:
	03.01 Use personal information management (PIM) applications to increase workplace efficiency.
	03.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
	03.03 Employ computer operations applications to access, create, manage, integrate, and store information.
	03.04 Employ collaborative/groupware applications to facilitate group work.
04.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
	04.01 Employ leadership skills to accomplish organizational goals and objectives.
	04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	04.03 Conduct and participate in meetings to accomplish work tasks.
	04.04 Employ mentoring skills to inspire and teach others.
	04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

CTE Standards and Benchmarks	
	04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
	04.07 Identify and document workplace performance goals and monitor progress toward those goals.
	04.08 Conduct technical research to gather information necessary for decision-making.
05.0	Demonstrate mathematics knowledge and communication skills. The student will be able to:
	05.01 Demonstrate knowledge of arithmetic operations.
	05.02 Analyze and apply data and measurements to solve problems and interpret documents.
	05.03 Construct charts/tables/graphs using functions and data.
	05.04 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	05.05 Locate, organize and reference written information from various sources.
	05.06 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	05.07 Interpret verbal and nonverbal cues/behaviors that enhance communication.
	05.08 Apply active listening skills to obtain and clarify information.
	05.09 Develop and interpret tables and charts to support written and oral communications.
	05.10 Exhibit public relations skills that aid in achieving customer satisfaction.
06.0	Perform basic first aid skills, including CPR. The student will be able to:
	06.01 Demonstrate personal hygiene.
	06.02 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	06.03 Discuss appropriate steps to ensure safety and triage in emergency situations.
	06.04 Demonstrate basic understanding of First Aid and emergency care.
	06.05 Demonstrate artificial respiration (CPR).
	06.06 Explain emergency procedures to follow in response to workplace accidents.
	06.07 Create a disaster and/or emergency response plan.

CTE Standards and Benchmarks	
	06.08 Activate local emergency medical system (EMS).
07.0	Discuss blood borne pathogens including AIDS and Hepatitis-B. The student will be able to:
	07.01 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens.
	07.02 Identify community resources and services available to individuals with diseases caused by blood borne pathogens.
	07.03 Identify "at risk" behaviors which promote the spread of AIDS and the public education necessary to combat the spread of diseases caused by blood borne pathogens.
	07.04 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.
	07.05 Demonstrate knowledge of the legal aspects of AIDS, including testing.
08.0	Discuss the services of employees in firefighting. The student will be able to:
	08.01 Discuss careers in firefighting.
	08.02 Discuss career opportunities upon completion of firefighting programs.
	08.03 Discuss career opportunities for Firesafety Inspectors and Special Firesafety Inspectors.
	08.04 Identify the skills, training, and education needed for a career in firefighting.
	08.05 Discuss fire department organization and responsibilities.
	08.06 Describe local, state, and federal fire regulations.
	08.07 Demonstrate knowledge of common personal protective activities (elimination of fire hazards).
	08.08 Discuss volunteer and community participation programs in firefighting.
	08.09 Define the concepts of fire hazards, alarms, smoke detectors, fire extinguishers, family evacuation routes, alerting emergency services, wildland fires, arson, insurance fraud, and pyrotechnic devices.
	08.10 Define the four classes of fire and the methods of fighting each class.
09.0	Discuss the services of employees in land, air quality, and water technology. The student will be able to:
	09.01 Discuss careers in land, air quality, and water technology.
	09.02 Describe the role of federal, state, and local regulatory agencies.

CTE Standards and Benchmarks	
	09.03 Define the concepts of environmental planning, resource conservation, disease control, pollution prevention and control, and Geographic Information Systems (GIS) in resource management.
10.0	Discuss the services of employees in educational services. The student will be able to:
	10.01 Discuss careers in educational services.
	10.02 Describe the career opportunities of the paraprofessional teacher aid and the regulations governing those in that occupation.
	10.03 Discuss the concepts of teacher certification and student evaluation.
	10.04 Define accountability, performance standards, and life-long learning.
	10.05 Demonstrate a teaching practicum.
11.0	Discuss the services of employees in public safety. The student will be able to:
	11.01 Discuss careers in public safety (EMS, Public Safety, Communications, and Civil Defense).
	11.02 Describe career skills, training, and education needed for a career in public safety.
	11.03 Describe career opportunities upon completion of local and state postsecondary public safety programs.
	11.04 Describe municipal, county, and state emergency management agencies and their roles.
12.0	Discuss the services of employees in the criminal justice system. The student will be able to:
	12.01 Discuss the career opportunities within local, state, and federal criminal justice systems.
	12.02 Describe career opportunities upon completion of Criminal Justice Operations.
	12.03 Describe career opportunities upon completion of Private Security Officer.
	12.04 Describe career opportunities in the field of investigations, both private and public.
	12.05 Identify the skills, training, and education needed for a career in the Criminal Justice System.
	12.06 Describe career opportunities within the judicial process, from the initial crime incident to reporting the release of offenders from prison.
	12.07 Define mediation and discuss concepts of mediation (peer, civil, and criminal).
13.0	Discuss the services of employees in civil engineering. The student will be able to:
	13.01 Discuss careers and opportunities in civil engineering (urban planners, surveyors, and draftsmen).

CTE Standards and Benchmarks	
	13.02 Describe career opportunities upon completion of Civil Engineering Aide.
	13.03 Describe career opportunities upon completion of local and state postsecondary programs in civil engineering.
	13.04 Define the concepts of zoning board, allocation, planning, geological survey, and Geographic Information Systems (GIS) in urban planning.
	13.05 Discuss the need for public services allocation and planning.
	13.06 Explain the interrelation of local, state, and national public services.
14.0	Discuss the services of employees in transportation services. The student will be able to:
	14.01 Discuss careers in transportation services.
	14.02 Identify the skills, training, and education needed for a career in transportation services.
	14.03 Define the concept of public transportation.
15.0	Discuss the services of employees in social services. The student will be able to:
	15.01 Discuss careers in social services.
	15.02 Identify the skills, training, and education needed for a career in social services.
	15.03 Describe social services available in a local community.
	15.04 Discuss access for legal counsel and economic assistance programs in the local community.
	15.05 Define the concepts of child abuse, child neglect, spouse, and dependency.
	15.06 Discuss local help available for suicide counseling, abuse counseling, and sexual abuse counseling.
16.0	Discuss the services of employees in regulatory and records services. The student will be able to:
	16.01 Discuss careers in regulatory and records services.
	16.02 Identify the skills, training, and education needed for a career in regulatory services.
	16.03 Discuss the regulatory functions of government.
	16.04 Discuss the process in obtaining licenses (municipal, county, and state).

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.SI.1.1

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

Career and Technical Student Organization (CTSO)

SkillsUSA and Florida Public Service Association (FPSA), Inc. are the inter-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Emergency Administrator and Manager**
Career Cluster: **Government & Public Administration**

CCC	
CIP Number	0743030201
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9161 -- Emergency Management Directors
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 Emergency Administration and Management AS degree program (1743030200).

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 Government & Public Administration 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 Government & Public Administration career cluster.

The student can serve as, but is not limited to positions of Emergency Manager, Emergency Management Planner, Emergency Operations Coordinator, Environment Compliance Planner, and Emergency Management Specialist. Emergency Management students can be employed by state, local, federal and international governments, business and industry, military installations, and health care facilities.

Standards

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

01.0 Demonstrate knowledge of emergency operations planning systems.
02.0 Demonstrate knowledge of emergency management operations.
03.0 Demonstrate knowledge of the administration role of the emergency manager.
04.0 Demonstrate knowledge of federal, state and local mitigation programs.
05.0 Demonstrate knowledge of long and short term recovery programs.
06.0 Demonstrate knowledge of the facilities and equipment used in comprehensive emergency management.
07.0 Demonstrate knowledge of professional development for advancement within the profession.

Florida Department of Education
Student Performance Standards

Program Title: **Emergency Administrator and Manager**
CIP Number: **0743030201**
Program Length: **24 Credits**
SOC Code(s): **13-1061**

This certificate program is part of the Emergency Administration and Management AS degree program (1743030200). At the completion of this program, the student will be able to:	
01.0	Demonstrate knowledge of emergency operations planning system. The student will be able to:
01.01	Demonstrate knowledge of emergency management organization and procedure.
01.02	Demonstrate knowledge of emergency planning concepts necessary to develop as integrated, generic, comprehensive emergency operations plans.
01.03	Recognize and identify different concepts of emergency planning.
01.04	Demonstrate knowledge of the activities that should happen in each phase of a disaster.
01.05	Demonstrate knowledge of the responsibility of emergency management activities.
01.06	Demonstrate knowledge of the Threat and Hazard Identification and Risk Assessment process.
01.07	Demonstrate understanding of the organizing principles and practices of effective emergency management at the local, state and federal levels.
01.08	Develop and evaluate an emergency operations plan based on data provided on a hypothetical jurisdiction.
01.09	Demonstrate understanding of knowledge, skills and abilities necessary to understand emergency management as a field of research and practice.
01.10	Demonstrate an in-depth understanding of the past United States Civil Defense Agency and the evolution to the current Emergency Management since World War II.
02.0	Demonstrate knowledge of emergency management training and education programs. The student will be able to:
02.01	Deliver emergency management public education programs for target populations.
02.02	Understanding importance of teaching methodology and select an effective method for a target population.
02.03	Acquire understanding of the important points of job analysis.
02.04	Apply learned principles to design simple performance evaluation criteria.

03.0	Demonstrate knowledge of emergency management operations. The student will be able to:
03.01	Describe the processes for development of an emergency operations plan.
03.02	Demonstrate knowledge of related warning and communications equipment.
03.03	Recognize the inherent problems associated with multi-jurisdiction response.
03.04	Demonstrate a knowledge of all potential hazards natural, man-made and technological.
03.05	Develop an understanding for the implementation of the general activities that should happen in each phase of a disaster.
03.06	Demonstrate knowledge in the use of computer modeling programs as related to Emergency Management.
03.07	Demonstrate knowledge to assess the strength and weaknesses of different sized response organizations.
03.08	Demonstrate knowledge of new technologies by applying, analyzing, and using new technologies.
03.09	Examine the importance of measuring, monitoring and predicting a natural hazards.
03.10	Examine the importance of measuring, monitoring and predicting a man-made hazard.
03.11	Demonstrate knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
03.12	Utilize interactive experience and knowledge to develop community-wide participation in planning, coordination and management capabilities and command and control operations of major and catastrophic disasters.
03.13	Demonstrate and understanding of short and long-term recovery concepts that can be implemented community wide.
04.0	Demonstrate knowledge of the administration role of the emergency manager. The student will be able to:
04.01	Recognize and identify different concepts of emergency planning.
04.02	Research the theories, facts, concepts, principles, and requirements of federal and state legislation that impact emergency management organizations and private sector businesses.
04.03	Demonstrate knowledge of the responsibilities and reporting requirements of organizations.
04.04	Analyze the roles, responsibilities, and authorities of the various organizations responding to hazardous material incidents.
04.05	Demonstrate knowledge of the reporting requirements of industry through the SARA process and duties of the Local Emergency Planning Committees (LEPCs) and Florida Division of Emergency Management.
04.06	Recognize the importance of utilizing emergency databases.
04.07	Recognize the importance of social behavior in a disaster.

	04.08 Identify emergency management public education programs
	04.09 Recognize the importance of developing an emergency operations plan.
	04.10 Recognize the importance of developing sound organizational/interpersonal relationships in emergency services.
	04.11 Acquire the knowledge, skills and abilities to effectively use hazard analysis to establish policy based on review of community hazards, resources, and codes.
	04.12 Demonstrate specialized knowledge and skills necessary to develop programs that will reduce losses from future disasters, emergencies, and other extreme events caused by natural and man-made hazards.
	04.13 Analyze organizational behavior problems as they apply to emergency operations.
	04.14 Demonstrate understanding of the impact of cultural differences in emergency management.
	04.15 Demonstrate ability to apply sociological research methodology in emergency management situations.
	04.16 Analyze the effect of policies on emergency management roles, and use of policy analysis in the development of new policies.
05.0	Demonstrate knowledge of long and short term recovery programs. The student will be able to:
	05.01 Conduct a business impact assessment.
	05.02 Demonstrate the ability to develop a business continuity of operations plan (COOP).
	05.03 Acquire knowledge of benefits of corporate responsibility.
	05.04 Acquire the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
	05.05 Learn to develop and implement short and long-term recovery concepts into all areas of the community, using an all hazard approach.
	05.06 Demonstrate understanding of business recovery strategies and recognize benefits.
06.0	Demonstrate knowledge of the facilities and equipment used in comprehensive emergency management. The student will be able to:
	06.01 Demonstrate knowledge of related warning and communications equipment.
	06.02 Demonstrate knowledge to cite local, state, federal and private programs available for response to disasters.
	06.03 Recognize the inherent problems associated with multi-jurisdictional response.
	06.04 Demonstrate knowledge of the principles of National Planning Frameworks
	06.05 Analyze the effect of public policy on a community before, during and after a simulated and real disaster.

	06.06 Demonstrate knowledge of new technologies and their use.
07.0	Demonstrate knowledge of professional development for advancement within the profession. The student will be able to:
	07.01 Demonstrate the ability to identify Federal, State and Local opportunities for professional development.
	07.02 Acquire enhanced self-awareness, interpersonal skills, and knowledge of various leadership, influence, and decision models.

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

In order to be certified as an Emergency Manager through the National Coordinating Council on Emergency Management (NCCEM), work experience is required. This program gives an individual the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Homeland Security Emergency Manager**
Career Cluster: **Government & Public Administration**

CCC	
CIP Number	0743030202
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9161 -- Emergency Management Directors
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 Emergency Administration and Management AS degree program (1743030200).

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 Government and Public Administration 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 Government and Public Administration career cluster.

The student can serve as, but is not limited to positions of Emergency Manager, Emergency Management Planner, Emergency Operations Coordinator, Environment Compliance Planner, and Emergency Management Specialist. Emergency Management students can be employed by state, local, federal and international governments, business and industry, military installations, and health care facilities.

Standards

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

01.0 Demonstrate knowledge of the National Response Plan (NRP) and the National Incident Management Systems (NIMS) Plan.
02.0 Demonstrate knowledge of domestic and international terrorist organizations.
03.0 Demonstrate knowledge of the basic principles of weapons of mass destruction recognition, identification, decontamination, and treatment protocols.
04.0 Demonstrate knowledge of the potential psychological effect of terrorist events on victims.
05.0 Demonstrate knowledge of the Critical Infrastructure Protection (CIP) process to secure the effective protection of the people, physical entities, and cyber systems that are critical.
06.0 Demonstrate knowledge of the threat of terrorism to the United States.
07.0 Demonstrate knowledge of the various aspects of emergency management of terrorist activity.
08.0 Demonstrate knowledge of legal strategies and policies necessary to confront ongoing national security threats.

Florida Department of Education
Student Performance Standards

Program Title: **Homeland Security Emergency Manager**
CIP Number: **0743030202**
Program Length: **24 Credit Hours**
SOC Code(s): **11-9161**

This certificate program is part of the Emergency Administration and Management AS degree program (1743030200). At the completion of this program, the student will be able to:	
01.0	Demonstrate knowledge of the national response plan (NRP) and the national incident management system (NIMS) plan. The student will be able to:
01.01	Demonstrate knowledge of the purpose of the NRP.
01.02	Demonstrate knowledge of the roles and responsibilities of entities as specified in the NRP.
01.03	Explain the organizational structure used for NRP coordination.
01.04	Identify the incident management activities addressed by the NRP.
01.05	Demonstrate knowledge of the key concepts and principles underlying NIMS.
01.06	Demonstrate knowledge of the Threat and Hazard Identification and Risk Assessment process.
01.07	Identify the ways in which NIMS affects preparedness.
01.08	Demonstrate knowledge of the purpose of the NIMS Integration Center.
02.0	Demonstrate knowledge of domestic and international terrorist organizations. The student will be able to:
02.01	Demonstrate knowledge of domestic and international terrorism and the motivation of these terrorist organizations.
02.02	Demonstrate knowledge of a terrorist organizations.
02.03	Demonstrate the roles and responsibilities of local, state and federal agencies in terrorism investigations and terrorism response.
02.04	Demonstrate knowledge of the techniques for assessing an organizations vulnerability to a terrorist attack involving a weapon of mass destruction (WMD).
03.0	Demonstrate knowledge of the basic principles of weapons of mass destruction recognition, identification, decontamination, and treatment protocols. The student will be able to:
03.01	Demonstrate knowledge of the toxicological, physical and chemical properties associated with WMDs.
03.02	Demonstrate knowledge of potential signs and symptoms associated with chemical, biological and radiation exposures.

	03.03 Explain the role detection and monitoring equipment plays in recognition and identification of chemical, biological, radiological, nuclear and energetic (CBRNE) materials.
	03.04 Demonstrate knowledge of the importance of proper personal protective equipment when CBRNE weapons are suspected.
	03.05 Demonstrate knowledge of the procedures and equipment necessary for responding to and decontaminating victims and responders in mass casualty incidents involving chemical, biological, or radiological materials.
	03.06 Demonstrate knowledge of the primary differences in the response to chemical, biological and radiological incidents including the properties, characteristics, medical effects, and time to respond to the agents involved.
	03.07 Demonstrate knowledge of the special decontamination considerations required if a radiological dispersal device (RDD) is deployed.
	03.08 Demonstrate knowledge of the roles and responsibilities of local, state and federal agencies in terrorism investigations and terrorism response.
	03.09 Demonstrate knowledge of the basic steps in the terrorism investigation process.
	03.10 Demonstrate knowledge of the techniques for assessing a jurisdiction's vulnerability to a terrorist attack involving a WMD.
	03.11 Demonstrate knowledge of a risk reduction program.
04.0	Demonstrate knowledge of the potential psychological effect of terrorist events on victims. The student will be able to:
	04.01 Demonstrate a basic knowledge of the psychological impact of a terrorist event.
	04.02 Demonstrate a basic knowledge of the national, state and local resources for primary victim referrals.
	04.03 Demonstrate knowledge of how to interact with victims in crisis.
	04.04 Demonstrate knowledge of national, state and local resources for primary victim referral.
	04.05 Demonstrate knowledge of the steps to assist other responders.
05.0	Demonstrate knowledge of the critical infrastructure protection (cip) process to secure the effective protection of the people, physical entities, and cyber systems that are critical. The student will be able to:
	05.01 Demonstrate knowledge of the people, physical entities, and cyber systems that make up critical infrastructure.
	05.02 Demonstrate knowledge of the basic process for protection of only those infrastructures upon which survivability, continuity of operations, and mission success depend.
	05.03 Demonstrate knowledge of the roles and responsibilities of local, state and federal agencies in critical infrastructure protection operations.
	05.04 Demonstrate knowledge of hazard mapping as a risk assessment tool identifying the locations off critical infrastructure and vulnerable populations.
	05.05 Demonstrate knowledge of CIP risk assessment within the community and describing the process for risk reduction evaluation.

	05.06 Explain Continuity of Government (COG) - how operations and services of governments at federal, state, and local levels critical to the functioning of the nation's systems, i.e., public health, safety, and welfare would continue operations after a major incident.
06.0	Demonstrate knowledge of the threat of terrorism to the United States. The student will be able to:
	06.01 Demonstrate knowledge of the use of threat analysis in analyzing terrorist threats.
	06.02 Demonstrate knowledge of hazard mapping as a risk assessment tool.
	06.03 Demonstrate knowledge of threat analysis for terrorist activity.
	06.04 Demonstrate knowledge of the duties of the law enforcement officer in anti-terrorist operations at the local, state and federal levels.
	06.05 Demonstrate knowledge of appropriate procedures of law enforcement, fire, emergency medical services (EMS), private agencies, state agencies and federal response assets.
	06.06 Explain the basic steps in the anti-terrorism operations process.
	06.07 Demonstrate knowledge of the major resources available for anti-terrorism.
	06.08 Demonstrate knowledge of issues and problems associated with preventing terrorist activity in a democratic society.
07.0	Demonstrate knowledge of the various aspects of emergency management of terrorist activity. The student will be able to:
	07.01 Demonstrate knowledge of the role of emergency management in terrorist response planning.
	07.02 Demonstrate knowledge of the comprehensive emergency management system.
	07.03 Demonstrate knowledge of the incident command system.
	07.04 Demonstrate knowledge of the disaster planning process.
	07.05 Demonstrate knowledge of the duties of the emergency responders at the local level.
	07.06 Demonstrate knowledge of appropriate response procedures involving terrorist activity. These response procedures will incorporate the potential response responsibilities of law enforcement, fire, EMS and private agency assets.
08.0	Demonstrate knowledge of the various aspects of emergency management of terrorist activity. The student will be able to:
	08.01 Demonstrate knowledge of the role of emergency management in terrorist response planning.
	08.02 Demonstrate knowledge of the comprehensive emergency management system.
	08.03 Demonstrate knowledge of the National Incident Command System (NIMS).
	08.04 Demonstrate knowledge of the disaster planning process.

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

In order to be certified as an Emergency Manager through the National Coordinating Council on Emergency Management (NCCEM), work experience is required. This program gives an individual the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Emergency Administration and Management**
Career Cluster: **Government & Public Administration**

AS	
CIP Number	1743030200
Program Type	College Credit
Standard Length	60 Hours
CTSO	N/A
SOC Codes (all applicable)	11-9161 -- Emergency Management Directors
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 Government & Public Administration 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 Government & Public Administration career cluster.

Program Structure

This program is a planned sequence of instruction consisting of 60 hours. This program is a planned sequence of instruction consisting of, but not limited to, working knowledge of all basic tenets in emergency management that are encompassed in the phases of mitigation, preparedness, response and recovery. Along with interactive experience, the student develops knowledge of community planning, coordination and management functions. The purpose is to design and improve emergency management capabilities and command and control operations of major and catastrophic disasters.

Standards

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

01.0 Demonstrate knowledge of emergency operations planning system.
02.0 Demonstrate knowledge of the administration role of the emergency manager.
03.0 Demonstrate knowledge of federal, state and local mitigation programs.
04.0 Demonstrate knowledge of long and short term recovery programs.
05.0 Demonstrate knowledge of the facilities and equipment used in comprehensive emergency management.
06.0 Demonstrate knowledge of professional development for advancement within the profession.
07.0 Demonstrate knowledge of emergency management training and education program.
08.0 Demonstrate knowledge of emergency management operations.

Florida Department of Education
Student Performance Standards

Program Title: **Emergency Administration and Management**
CIP Numbers: **1743030200**
Program Length: **60 Hours**
SOC Code(s): **11-9161**

At the completion of this program, the student will be able to:	
01.0	Demonstrate knowledge of emergency operations planning system. The student will be able to:
01.01	Demonstrate knowledge of emergency management organization and procedure.
01.02	Demonstrate knowledge of emergency planning concepts necessary to develop as integrated, generic, comprehensive emergency operations plans.
01.03	Recognize and identify different concepts of emergency planning.
01.04	Demonstrate knowledge of the activities that should happen in each phase of a disaster.
01.05	Demonstrate knowledge of the responsibility of emergency management activities.
01.06	Demonstrate knowledge of the Threat and Hazard Identification and Risk Assessment process.
01.07	Demonstrate understanding of the organizing principles and practices of effective emergency management at the local, state and federal levels.
01.08	Develop and evaluate an emergency operations plan based on data provided on a hypothetical jurisdiction.
01.09	Demonstrate understanding of knowledge, skills and abilities necessary to understand emergency management as a field of research and practice.
01.10	Demonstrate an in-depth understanding of the past United States Civil Defense Agency and the evolution to the current Emergency Management since World War II.
02.0	Demonstrate knowledge of emergency management operations. The student will be able to:
02.01	Describe the processes for development of an emergency operations plan.
02.02	Demonstrate knowledge of related warning and communications equipment.
02.03	Recognize the inherent problems associated with multi-jurisdiction response.
02.04	Demonstrate a knowledge of all potential hazards natural, man-made and technological.
02.05	Develop an understanding for the implementation of the general activities that should happen in each phase of a disaster.

02.06	Demonstrate knowledge in the use of computer modeling programs as related to Emergency Management.
02.07	Demonstrate knowledge to assess the strength and weaknesses of different sized response organizations.
02.08	Demonstrate knowledge of new technologies by applying, analyzing, and using new technologies.
02.09	Examine the importance of measuring, monitoring and predicting a natural hazards.
02.10	Examine the importance of measuring, monitoring and predicting a man-made hazard.
02.11	Demonstrate knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
02.12	Utilize interactive experience and knowledge to develop community-wide participation in planning, coordination and management capabilities and command and control operations of major and catastrophic disasters.
02.13	Demonstrate and understanding of short and long-term recovery concepts that can be implemented community wide.
03.0	Demonstrate knowledge of the administration role of the emergency manager. The student will be able to:
03.01	Recognize and identify different concepts of emergency planning.
03.02	Research the theories, facts, concepts, principles, and requirements of federal and state legislation that impact emergency management organizations and private sector businesses.
03.03	Demonstrate knowledge of the responsibilities and reporting requirements of organizations.
03.04	Analyze the roles, responsibilities, and authorities of the various organizations responding to hazardous material incidents.
03.05	Demonstrate knowledge of the reporting requirements of industry through the SARA process and duties of the Local Emergency Planning Committees (LEPCs) and Florida Division of Emergency Management.
03.06	Recognize the importance of utilizing emergency databases.
03.07	Recognize the importance of social behavior in a disaster.
03.08	Identify emergency management public education programs
03.09	Recognize the importance of developing an emergency operations plan.
03.10	Recognize the importance of developing sound organizational/interpersonal relationships in emergency services.
03.11	Acquire the knowledge, skills and abilities to effectively use hazard analysis to establish policy based on review of community hazards, resources, and codes.
03.12	Demonstrate specialized knowledge and skills necessary to develop programs that will reduce losses from future disasters, emergencies, and other extreme events caused by natural and man-made hazards.
03.13	Analyze organizational behavior problems as they apply to emergency operations.

	03.14 Demonstrate understanding of the impact of cultural differences in emergency management.
	03.15 Demonstrate ability to apply sociological research methodology in emergency management situations.
	03.16 Analyze the effect of policies on emergency management roles, and use of policy analysis in the development of new policies.
04.0	Demonstrate knowledge of federal, state and local mitigation programs. The student will be able to:
	04.01 Identify fundamental issues and concerns of hazard mitigation.
	04.02 Demonstrate knowledge of the activities that should happen in each phase of disaster.
	04.03 Demonstrate knowledge of natural hazards.
	04.04 Demonstrate knowledge of man-made hazards.
	04.05 Examine the importance of measuring, monitoring and predicting a natural hazards.
	04.06 Acquire the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
	04.07 Learn to develop and implement hazard mitigation concepts for all areas of the community, using an all hazard approach.
	04.08 Acquire knowledge, skills and abilities to effectively use hazard analysis to establish policy based on review of community hazards resources and codes.
	04.09 Learn to analyze the effect of public policy on a community before, during and after a simulated and real disaster.
	04.10 Analyze mitigation history, philosophy, strategy, programs, and consequences.
	04.11 Analyze the AHJ's participation in planning, coordination, and management functions designed to improve emergency management capabilities during a disasters.
05.0	Demonstrate knowledge of long and short term recovery programs. The student will be able to:
	05.01 Conduct a business impact assessment.
	05.02 Demonstrate the ability to develop a business continuity of operations plan (COOP).
	05.03 Acquire knowledge of benefits of corporate responsibility.
	05.04 Acquire the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
	05.05 Learn to develop and implement short and long-term recovery concepts into all areas of the community, using an all hazard approach.
	05.06 Demonstrate understanding of business recovery strategies and recognize benefits.

06.0	Demonstrate knowledge of the facilities and equipment used in comprehensive emergency management. The student will be able to:
	06.01 Demonstrate knowledge of related warning and communications equipment.
	06.02 Demonstrate knowledge to cite local, state, federal and private programs available for response to disasters.
	06.03 Recognize the inherent problems associated with multi-jurisdictional response.
	06.04 Demonstrate knowledge of the principles of National Planning Frameworks
	06.05 Analyze the effect of public policy on a community before, during and after a simulated and real disaster.
	06.06 Demonstrate knowledge of new technologies and their use.
07.0	Demonstrate knowledge of professional development for advancement within the profession. The student will be able to:
	07.01 Demonstrate the ability to identify Federal, State and Local opportunities for professional development.
	07.02 Acquire enhanced self-awareness, interpersonal skills, and knowledge of various leadership, influence, and decision models.
08.0	Demonstrate knowledge of emergency management training and education programs. The student will be able to:
	08.01 Deliver emergency management public education programs for target populations.
	08.02 Understanding importance of teaching methodology and select an effective method for a target population.
	08.03 Acquire understanding of the important points of job analysis.
	08.04 Apply learned principles to design simple performance evaluation criteria.

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

In order to be certified as an Emergency Manager through the National Coordinating Council on Emergency Management (NCCEM), work experience is required. This program gives an individual the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.

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 degree and the Associate of Applied Science degree. In addition, Rule 6A-14.0303 FAC implements section 1007.25 Florida Statutes 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.

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:

Emergency Administrator and Manager (0743030201) – 24 Credit Hours
Homeland Security Emergency Manager (0743030202) – 24 Credit Hours

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Florida Department of Education
Curriculum Framework

Program Title: **Public Works**
Program Type: **Career Preparatory**
Career Cluster: **Government and Public Administration**

Career Certificate Program – Career Preparatory		
Program Number	I470304	
CIP Number	0615050600	
Grade Level	30, 31	
Standard Length	450 hours	
Teacher Certification	Refer to the **Program Structure** section.	
CTSO	N/A	
SOC Codes (all applicable)	17-3025 -- Environmental Engineering Technicians	
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 Government and Public Administration 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 Government and Public Administration career cluster.

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 core and three occupational completion points.

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	SOC Code
A	ETC0003	Public Works Cadet 1 (Core)	ANY VOC FIELD OR COVERAGE	150 hours	17-3025
B	ETC0004	Public Works Cadet 2		150 hours	17-3025
C	ETC0005	Public Works Cadet 3		150 hours	17-3025

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 requirements for orientation and safety.
02.0 Identify tools/equipment used in public works.
03.0 Describe basic elements in water treatment.
04.0 Describe basic elements in water distribution.
05.0 Describe basic elements in wastewater treatment.
06.0 Identify basic elements in wastewater collections.
07.0 Identify basic elements in storm water system.
08.0 Identify basic elements in equipment maintenance.
09.0 Identify basic elements in technical design and drafting.
10.0 Describe basic elements in solid waste disposal.
11.0 Identify basic elements in parks, buildings and grounds.
12.0 Demonstrate employability skills.
13.0 Operate computer, using software.
14.0 Identify basic elements in utility locations.
15.0 Identify basic elements in equipment operations.
16.0 Identify basic elements in traffic operations.
17.0 Identify basic elements in public work requiring people skills.
18.0 Describe basic elements in the gas industry.
19.0 Prepare for commercial driving license.
20.0 Describe the importance of professional ethics and legal responsibilities.
21.0 Perform designated job skills.

Florida Department of Education
Student Performance Standards

Program Title: **Public Works**
PSAV Number: **I470304**

Course Number: ETC0003 **Occupational Completion Point: A** **Public Works Cadet 1 – 150 hours (Core) – SOC Code 17-3025**
01.0 Identify the Public Works Program, as well as its procedures, rules for personal and environmental safety, and standards of behavior for. The student will be able to:
01.01 Comply with school policies and procedures.
01.02 Identify goals of the public works program.
01.03 Describe public works as both a public and private function
01.04 Demonstrate the correct procedures for CPR/AED/Basic First Aid
01.05 Describe rules for defensive driving.
01.06 Describe to concept of “Community Right to Know/Hazard Communications”
02.0 Identify tools and equipment used in public works. The student will be able to:
02.01 Describe the various tools used in public works.
02.02 Describe the various equipment used in public works.
02.03 Identify and describe safety practices when working with tools, as described by OSHA’s Standards and Industry Standards
03.0 Describe the basic elements of Potable Water Treatment. The student will be able to:”
03.01 Describe the importance of potable water treatment.
03.02 Identify sources of potable water.
03.03 Calculate math in the context of water potable water treatment.
03.04 Discuss ways of disinfecting water to be used for potable or industrial purposes.
03.05 Define pH as it pertains to utilities.”

	03.06 Identify requirements for certification in the field of potable water treatment.
	03.07 Discuss job opportunities in water treatment.
04.0	Identify the basic elements of potable water distribution. The student will be able to:
	04.01 Identify the main components of a potable water distribution system
	04.02 Discuss ways of protecting the potable water system. (Backflow Protection)
	04.03 Discuss materials used in potable water distribution.
	04.04 Identify requirements for certification in the field of potable water distribution.
	04.05 Discuss job opportunities in potable water distribution.
05.0	Describe basic elements in wastewater treatment. The student will be able to:
	05.01 List objectives of wastewater treatment.
	05.02 Define wastewater.
	05.03 List sources of wastewater.
	05.04 Identify basic processes in treating wastewater.
	05.05 Identify requirements for certification in the field of wastewater treatment.
	05.06 Discuss job opportunities in wastewater treatment.
06.0	Describe basic elements in wastewater collections. The student will be able to:
	06.01 Define wastewater collection system.
	06.02 Identify components of a wastewater collection system.
	06.03 Identify materials used in wastewater collection systems.
	06.04 Identify requirements for certification in the field of wastewater collection.
	06.05 Discuss job opportunities in wastewater collection.
07.0	Describe basic elements in stormwater systems. The student will be able to:
	07.01 Identify stormwater regulations and laws.

	07.02 Discuss drainage pipe structures/installation.
	07.03 Discuss effects of stormwater on the environment
	07.04 Identify requirements for certification in the field of stormwater management.
	07.05 Discuss job opportunities in stormwater.
08.0	Identify basic elements in equipment maintenance. The student will be able to:
	08.01 Describe role of the equipment mechanic.
	08.02 Describe qualifications needed to work in equipment maintenance.
	08.03 Describe career ladder for equipment mechanics.
	08.04 Describe career opportunities for the equipment mechanic.
09.0	Identify basic elements in technical design and drafting. The student will be able to:
	09.01 Identify tools and supplies and calculate math for drafters and engineers.
	09.02 Calculate math problems and read a Philadelphia Rod.
	09.03 Demonstrate how to set up and level transit.
	09.04 Describe career ladder in drafting and engineering.
	09.05 Describe job opportunities in engineering.
	09.06 Identify use of contract document.
	09.07 Identify legal requirements for bidding.
	09.08 Describe the concept of Asset Management.
	09.09 Explore products used in Asset Management.
	09.10 Explore methodologies associated with Asset Management.
10.0	Describe basic elements in solid waste disposal. The student will be able to:
	10.01 Identify the basic processes involved with Solid Waste Treatment.
	10.02 Describe the basic procedures of collecting garbage.

	10.03 Describe the effects of solid waste on the environment.
	10.04 Describe career ladder for solid waste disposal.
	10.05 Describe job opportunities in the field of solid waste.
11.0	Identify basic elements in parks, buildings and grounds. The student will be able to:
	11.01 Define the role of a parks maintenance worker, building maintenance worker, and ground maintenance workers.
	11.02 Identify the requirements to work with chemicals.
	11.03 Identify job opportunities in parks, buildings and grounds maintenance.
	11.04 Recognize careers related to parks, buildings and grounds maintenance.
12.0	Demonstrate employability skills. The student will be able to:
	12.01 Locates, gathers, analyzes, and evaluates necessary information for performing an effective job search.
	12.02 Gather, analyze and synthesize information on a specific job.
	12.03 Select appropriate documents and produce final documents to be used for job applications.
	12.04 Complete a job application.
	12.05 Uses appropriate listening, viewing, and speaking strategies effectively in demonstrating competencies in job interview techniques.
	12.06 Select and use appropriate listening, viewing, and speaking strategies for effectively communicating with and responding to an employer supervisor.
	12.07 Identify and demonstrate communication, personal health, evaluation, and decision-making strategies necessary for acceptable work habits.
	12.08 Apply an understanding of communication and language impact on workplace situations and on making job changes.
13.0	Operate computer using software. The student will be able to:
	13.01 Utilize a productivity package like MS Office, iWork, or OpenOffice.
	13.02 Save documents to computer, Cloud, or external drive.
	13.03 Utilize internet browsers to research items related to public works.

Course Number: ETC0004 Occupational Completion Point: B Public Works Cadet 2 – 150 Hours – SOC Code 17-3025	
14.0	Identify basic elements in utility locations. The student will be able to:
	14.01 Define utilities.
	14.02 Identify public utilities.
	14.03 Discuss private utilities.
	14.04 Discuss job opportunities in utility locations.
15.0	Identify basic elements in equipment operations. The student will be able to:
	15.01 Identify heavy equipment used in public works.
	15.02 Explain safety practices used in equipment operations.
	15.03 Describe career ladder for equipment operations.
	15.04 Describe career opportunities as an equipment operator.
16.0	Identify basic elements and opportunities in traffic operations. The student will be able to:
	16.01 Explain the importance of traffic operations.
	16.02 Describe the importance of street construction.
17.0	Identify basic elements in public works requiring people skills. The student will be able to:
	17.01 Identify skills needed for listening.
	17.02 Describe the importance of good attitude.
	17.03 Discuss instruments used for evaluation.
	17.04 Describe methods of non-verbal communication.
	17.05 Describe methods of verbal communication.
	17.06 Discuss basic human needs.
	17.07 Discuss role of good work ethics.

	17.08 Discuss principles of human relations.
	17.09 Discuss principles of customer relations.
18.0	Describe the basic elements in the natural gas industry. The student will be able to:
	18.01 Discuss the history of natural gas.
	18.02 Identify tools and equipment used in gas industry.
	18.03 Discuss safety procedures when using natural gas.
	18.04 Identify requirements for license and certification.
	18.05 Identify career opportunities in the gas industry.
19.0	Prepare for commercial driving license. The student will be able to:
	19.01 Identify steps for Class B Pre-Trip Inspection for a basic vehicle inspection of a 26,000 lb truck.
	19.02 Explain the rules for road emergencies.
	19.03 Discuss guidelines for night driving.
	19.04 Discuss guidelines for controlling speed.
	19.05 Identify safety measures for controlling vehicles.
	19.06 Discuss air brakes.
	19.07 Describe procedures for parallel parking, measured right turn, and backing up.
	19.08 Demonstrate pre-trip inspection.
	19.09 Discuss road trip.
	19.10 Describe procedures for acquiring license.

Course Number: ETC0005 **Occupational Completion Point: C** **Public Works Cadet 3 – 150 Hours – SOC Code 17-3025**	
20.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:

	20.01 Evaluate and justify decisions based on ethical reasoning.
	20.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	20.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	20.04 Interpret and explain written organizational policies and procedures.
21.0	Perform designated job skills. The student will be able to:
	21.01 Apply safety procedures on the job.
	21.02 Follow written and oral directions.
	21.03 Display an acceptable level of productivity and quality work.
	21.04 Demonstrate appropriate dress and personal hygiene.
	21.05 Demonstrate reacting to constructive criticism in a positive manner.
	21.06 Communicate effectively with employer and co-workers.
	21.07 Demonstrate initiative.
	21.08 Demonstrate decision making and problem-solving skills.
	21.09 Demonstrate punctually and reliability by working as scheduled.
	21.10 Demonstrate interest and enthusiasm for the job and for the training station.

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

On-the -job training or Externship/Internship is required for this program. To distinguish between OJT and Externship/Internship: OJT is paid supervised work where Externship/Internship is non-paid supervised work experience. This training gives all students the opportunity to gain hands-on experience, job seeking skills, and to demonstrate competencies. The students will be graded on these experiences through evaluations, portfolios, and demonstrating competencies.

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml