

Florida Department of Education
Curriculum Framework

Course Title: Business Keyboarding
Course Type: Orientation/Exploratory
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8200110
CIP Number	05079999OR
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and skills for business applications.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8200110	Business Keyboarding	BUS ED 1 @2 TC COOP ED @7 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Identify and understand computer hardware.
- 02.0 Identify information technology tools and their proper uses.
- 03.0 Develop and apply keyboarding skills utilizing current technology.
- 04.0 Develop and apply word processing skills utilizing current technology.
- 05.0 Develop and apply electronic presentation skills utilizing current technology.
- 06.0 Develop and utilize business-related skills.
- 07.0 Perform activities using the worldwide web.
- 08.0 Describe how information technology is used in the Business Management and Administration career cluster.
- 09.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Business Keyboarding
Course Number: 8200110
Course Length: Semester

Course Description:

This course is designed to provide instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

Activities including field trips and the use of guest presenters from the business community are appropriate for this course. These frameworks and student performance standards are the MINIMUM required for this course. As time allows, teachers are encouraged to add competencies in additional software and technologies.

CTE Standards and Benchmarks	
01.0	Identify and understand computer hardware – the student will be able to:
01.01	Define and identify input, output, and storage devices and their functions.
01.02	Define and identify memory in a computer.
02.0	Identify information technology tools and their proper uses – the student will be able to:
02.01	Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
03.0	Develop and apply keyboarding skills utilizing current technology – the student will be able to:
03.01	Demonstrate proper alphabet keyboarding techniques using correct ergonomic habits.
03.02	Demonstrate safety and respect for equipment and materials in lab.
03.03	Demonstrate proper techniques for keyboarding while keeping fingers on home row keys.
04.0	Develop and apply word processing skills utilizing current technology – the student will be able to:
04.01	Start and exit word processing software.
04.02	Identify the parts of a word processing screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.

CTE Standards and Benchmarks

04.03 Demonstrate ability to use and recognize the word processing window, including menus, toolbars, dialog boxes, tabs and ribbons.

04.04 Create and edit a new document.

04.05 Understand different views of document and using the zoom function.

04.06 Identify methods of moving the insertion point, i.e., arrow keys, backspace and delete.

04.07 Select and edit text.

04.08 Move text in a document using the copying/cutting/pasting and drag/drop text commands.

04.09 Format text by changing the font, size, color.

04.10 Align text horizontally and vertically.

04.11 Utilize the Undo and Redo commands.

04.12 Utilize the Show/Hide command.

04.13 Use basic proofreading skills including proofreader's marks.

04.14 Use spell/grammar check/thesaurus programs properly.

04.15 Understand the difference between Save and Save As.

04.16 Save, open and replace files.

04.17 Utilize Print Preview and demonstrate printing capabilities.

04.18 Demonstrate efficient use of the Help program.

05.0 Develop and apply electronic presentation skills utilizing current technology – the student will be able to:

05.01 Start and exit presentation software.

05.02 Identify the parts of a presentation screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.

05.03 Create a new presentation document.

05.04 Select design layout, background, a template and color scheme.

05.05 Edit text.

05.06 Format text and graphics.

CTE Standards and Benchmarks

05.07 Select order of frames.

05.08 Demonstrate ability to spell check, save and print presentation.

06.0 Develop and utilize business-related skills – the student will be able to:

06.01 Understand the importance of positive attitude in obtaining and maintaining a job.

06.02 Identify good grooming/dress habits for the workplace.

06.03 Develop problem solving skills.

06.04 Identify the benefits of teamwork.

06.05 Identify the importance of impromptu speaking ability in the workplace.

06.06 Identify the importance of prepared speaking ability in the workplace.

07.0 Perform activities using the world wide web – the student will be able to:

07.01 Explore the history of the Internet.

07.02 Introduce Internet vocabulary such as hyperlink, WWW, URL, and web browser.

07.03 Understand basic principles of the Domain Name System (DNS).

07.04 Perform basic Internet searches.

07.05 Identify and use various web browsers.

07.06 Identify and use various search engines.

07.07 Evaluate websites.

07.08 Understand Favorites/Bookmarks.

07.09 Understand and demonstrate Internet safety.

07.10 Discuss Internet privacy, ethics, network etiquette and copyright laws.

08.0 Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:

08.01 Identify through internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.

CTE Standards and Benchmarks

08.02 Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.

09.0 Describe and use communication features of information technology – the student will be able to:

09.01 Identify and/or use various ways to communicate effectively using Internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

09.02 Identify security and privacy issues related to the Internet, including passwords and information theft.

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, including access to computers and appropriate software.

Special Notes

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

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular 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.

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

Florida Department of Education
Curriculum Framework

Course Title: Business Leadership Skills
Course Type: Orientation/Exploratory
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8200120
CIP Number	05079999LS
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to accounting, administrative support, digital publishing, entrepreneurship, international business, management and software applications.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8200120	Business Leadership Skills	BUS ED 1 @2 TC COOP ED @7 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Explore emerging workplace trends and issues.
- 02.0 Develop an awareness of business organizational structures.
- 03.0 Assess personal strengths as they relate to business career exploration.
- 04.0 Demonstrate business leadership skills.
- 05.0 Apply mathematical strategies to business applications.
- 06.0 Identify information technology tools and their purposes.
- 07.0 Apply communication skills.
- 08.0 Describe how information technology is used in the Business Management and Administration career cluster.
- 09.0 Describe and use communication features of information technology.
- 10.0 Demonstrate knowledge of information systems.

**Florida Department of Education
Student Performance Standards**

Course Title: Business Leadership Skills
Course Number: 8200120
Course Length: Semester

Course Description:

The purpose of this course is to provide a comprehensive exploration of the core business themes. Students are exposed to concepts that may be further studied in individual programs in grades 9-12. Students will rotate through a content which includes accounting, administrative support, digital publishing, entrepreneurship, international business, management and software applications.

CTE Standards and Benchmarks	
01.0	Explore emerging workplace trends and issues – the student will be able to:
01.01	Describe current trends and issues that impact global and local business environments.
02.0	Develop an awareness of business organizational structures – the student will be able to:
02.01	Explore organizational structures in today’s business environments.
02.02	Assess personal performance and identify strategies for improvement.
02.03	Develop an awareness of the impact of the economy as it relates to the marketplace.
03.0	Assess personal strengths as they relate to business career exploration – the student will be able to:
03.01	Survey and assess personal aptitudes and interests related to careers.
04.0	Demonstrate business leadership skills – the student will be able to:
04.01	Demonstrate leadership skills needed to develop a positive work environment.

CTE Standards and Benchmarks

04.02 Apply appropriate strategies to manage conflict in work situations.

05.0 Apply mathematical strategies to business applications – the student will be able to:

05.01 Select and implement appropriate mathematical tools to solve business financial problems.

06.0 Identify information technology tools and their purposes – the student will be able to:

06.01 Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.

06.02 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business, Management and Administration career cluster.

06.03 Use different types of web search engines effectively to locate information relevant to the Business, Management and Administration career cluster.

07.0 Apply communication skills – the student will be able to:

07.01 Select and use appropriate modes of communication, including the Internet, for specific workplace situations.

07.02 Use presentation software to enhance personal and professional communications.

07.03 Produce electronic publications using digital publishing software.

08.0 Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:

08.01 Identify through Internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.

08.02 Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.

09.0 Describe and use communication features of information technology – the student will be able to:

09.01 Identify basic principles of the Domain Name System (DNS).

09.02 Identify security and privacy issues related to the Internet, including passwords and information theft.

CTE Standards and Benchmarks

09.03 Identify and/or use various ways to communicate effectively using internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

09.04 Represent technical issues to a non-technical audience.

10.0 Demonstrate knowledge of information systems – the student will be able to:

10.01 Use current and emerging computer technology and software to perform personal and business related tasks.

10.02 Apply the use of information management tools to develop and coordinate the distribution of work.

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, including access to computers and appropriate software.

Special Notes

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

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular 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.

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

Florida Department of Education
Curriculum Framework

Course Title: Business Keyboarding and Career Planning*
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8200130
CIP Number	0507999905
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

*Effective July 1, 2017, there is no longer a promotion requirement for middle grades students to complete a Career and Education Planning course. However, these courses will continue to be available and should be taught integrating the eight career and education planning course standards. Additional information on the Middle School Career and Education Planning course and the list of standards is available at online. The MyCareerShines powered by Kuder® career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan.

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and skills for business applications.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8200130	Business Keyboarding and Career Planning	BUS ED 1 @2 TC COOP ED @7 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Identify and understand computer hardware.
- 02.0 Identify information technology tools and their proper uses.
- 03.0 Develop and apply keyboarding skills utilizing current technology.
- 04.0 Develop and apply word processing skills utilizing current technology.
- 05.0 Develop and apply electronic presentation skills utilizing current technology.
- 06.0 Develop and utilize business-related skills.
- 07.0 Perform activities using the worldwide web.
- 08.0 Describe how information technology is used in the Business, Management and Administration career cluster.
- 09.0 Describe and use communication features of information technology.

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

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

**Florida Department of Education
Student Performance Standards**

Course Title: Business Keyboarding and Career Planning
Course Number: 8200130
Course Length: Semester

Course Description:

This course is designed to provide instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

Activities including field trips and the use of guest presenters from the business community are appropriate for this course. These frameworks and student performance standards are the MINIMUM required for this course. As time allows, teachers are encouraged to add competencies in additional software and technologies.

CTE Standards and Benchmarks	
01.0	Identify and understand computer hardware – the student will be able to:
01.01	Define and identify input, output, and storage devices and their functions.
01.02	Define and identify memory in a computer.
02.0	Identify information technology tools and their proper uses – the student will be able to:
02.01	Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
03.0	Develop and apply keyboarding skills utilizing current technology – the student will be able to:
03.01	Demonstrate proper alphabet keyboarding techniques using correct ergonomic habits.
03.02	Demonstrate safety and respect for equipment and materials in lab.
03.03	Demonstrate proper techniques for keyboarding while keeping fingers on home row keys.

CTE Standards and Benchmarks

04.0 Develop and apply word processing skills utilizing current technology – the student will be able to:

04.01 Start and exit word processing software.

04.02 Identify the parts of a word processing screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.

04.03 Demonstrate ability to use and recognize the word processing window, including menus, toolbars, dialog boxes, tabs and ribbons.

04.04 Create and edit a new document.

04.05 Understand different views of document and using the zoom function.

04.06 Identify methods of moving the insertion point, i.e., arrow keys, backspace and delete.

04.07 Select and edit text.

04.08 Move text in a document using the copying/cutting/pasting and drag/drop text commands.

04.09 Format text by changing the font, size, color.

04.10 Align text horizontally and vertically.

04.11 Utilize the Undo and Redo commands.

04.12 Utilize the Show/Hide command.

04.13 Use basic proofreading skills including proofreader's marks.

04.14 Use spell/grammar check/thesaurus programs properly.

04.15 Understand the difference between Save and Save As.

04.16 Save, open and replace files.

CTE Standards and Benchmarks

04.17 Utilize Print Preview and demonstrate printing capabilities.

04.18 Demonstrate efficient use of the Help program.

05.0 Develop and apply electronic presentation skills utilizing current technology – the student will be able to:

05.01 Start and exit presentation software.

05.02 Identify the parts of a presentation screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.

05.03 Create a new presentation document.

05.04 Select design layout, background, a template and color scheme.

05.05 Edit text.

05.06 Format text and graphics.

05.07 Select order of frames.

05.08 Demonstrate ability to spell check, save and print presentation.

06.0 Develop and utilize business-related skills – the student will be able to:

06.01 Understand the importance of positive attitude in obtaining and maintaining a job.

06.02 Identify good grooming/dress habits for the workplace.

06.03 Develop problem solving skills.

06.04 Identify the benefits of teamwork.

06.05 Identify the importance of impromptu speaking ability in the workplace.

CTE Standards and Benchmarks

06.06 Identify the importance of prepared speaking ability in the workplace.

07.0 Perform activities using the world wide web – the student will be able to:

07.01 Explore the history of the Internet.

07.02 Introduce Internet vocabulary such as hyperlink, WWW, URL, and web browser.

07.03 Understand basic principles of the Domain Name System (DNS).

07.04 Perform basic Internet searches.

07.05 Identify and use various web browsers.

07.06 Identify and use various search engines.

07.07 Evaluate websites.

07.08 Understand Favorites/Bookmarks.

07.09 Understand and demonstrate Internet safety.

07.10 Discuss Internet privacy, ethics, network etiquette and copyright laws.

08.0 Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:

08.01 Identify through internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.

08.02 Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.

09.0 Describe and use communication features of information technology – the student will be able to:

09.01 Identify and/or use various ways to communicate effectively using Internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

CTE Standards and Benchmarks

09.02 Identify security and privacy issues related to the Internet, including passwords and information theft.

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

The student will be able to:

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

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

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

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

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

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

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

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

Additional Information

Laboratory Activities

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

Special Notes

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

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Accommodations

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

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

Florida Department of Education
Curriculum Framework

Course Title: Computer Applications in Business 2
Course Type: Orientation/Exploratory
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8200210
CIP Number	05079999EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8200210	Computer Applications in Business 2	BUS ED 1 @2 COMPU SCI 6 ENG&TEC ED1@2 TC COOP ED @7 TEC ED 1@2 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Develop and apply keyboarding skills utilizing current technology.
- 02.0 Develop and apply word processing skills utilizing current technology.
- 03.0 Develop and apply spreadsheet skills utilizing current technology.
- 04.0 Develop and apply digital design skills utilizing current technology.
- 05.0 Develop and utilize business-related skills.
- 06.0 Perform activities using the worldwide web.
- 07.0 Identify components of network systems.
- 08.0 Describe how information technology is used in the Business Management and Administration career cluster.
- 09.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Computer Applications in Business 2
Course Number: 8200210
Course Length: Semester

Course Description:

This course is designed to provide instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks	
01.0	Develop keyboarding skills utilizing current technology – the student will be able to:
01.01	Demonstrate speed building using techniques for numeric and symbol keyboarding.
01.02	Demonstrate proper hand positioning for numeric keypad entries and symbol keyboarding.
02.0	Develop and apply word processing skills utilizing current technology – the student will be able to:
02.01	Create and format memos.
02.02	Create and format business letters using the block and/or modified block style.
02.03	Create and format one-page academic and/or business reports using Modern Language Association (MLA) style.
02.04	Use basic proofreading skills including using proofreader’s marks.
02.05	Identify how to address and print envelopes.
02.06	Insert a hyperlink into a document.
02.07	Understand and use Read-Only documents.
02.08	Work with multi-page documents: insert page breaks.
02.09	Format columns within a document.
02.10	Work with document templates.

CTE Standards and Benchmarks

02.11 Open and work with multiple documents.

03.0 Develop and apply spreadsheet skills utilizing current technology – the student will be able to:

03.01 Insert and delete rows and columns.

03.02 Clear and delete data.

03.03 Copy and move data.

03.04 Fill the same data in adjacent cells.

03.05 Fill data series in adjacent cells

03.06 Hide and unhide columns and rows.

03.07 Freeze and unfreeze columns and rows.

03.08 Sort data.

03.09 Print the worksheet, with and without grids.

03.10 Create a chart.

04.0 Develop and apply digital design skills utilizing current technology – the student will be able to:

04.01 Demonstrate ability to launch digital design software.

04.02 Create a new document from a template (e.g., newsletters, brochures, greeting cards, letterhead, or flyers).

04.03 Identify menus and toolbars of digital design software.

04.04 Apply design layout and color scheme.

04.05 Apply styles and borders.

04.06 Insert a text box, word art and graphics.

04.07 Apply formatting to a text box, word art and graphics.

04.08 Edit text and layouts.

04.09 Demonstrate the ability to spell check, save, and print a document.

CTE Standards and Benchmarks

05.0 Develop and utilize business-related skills – the student will be able to:

05.01 Determine why a positive attitude is necessary for success in the workplace.

05.02 Compare grooming/dress standards in various workplace environments.

05.03 Use problem solving skills to identify computer problems.

05.04 Apply teamwork in the classroom.

05.05 Perform an impromptu and/ or prepared presentation.

05.06 Prepare a resume and cover letter.

05.07 Prepare a thank you letter to a potential employer.

05.08 Discuss job searching skills.

05.09 Identify employment benefits.

05.10 Understand labor laws.

05.11 Understand appropriate procedures for changing jobs.

05.12 Complete a job application.

05.13 Demonstrate skills and appropriate dress/attire necessary for a successful job interview.

06.0 Identify components of network systems – the student will be able to:

06.01 Identify structure to access internet, including hardware and software components.

06.02 Identify user customization features in web browsers, including preferences, caching, bookmarks/ favorites and cookies.

06.03 Define database and identify how it is used in the business environment.

07.0 Perform activities using the worldwide web – the student will be able to:

07.01 Identify basic principles of the Domain Name System (DNS).

07.02 Perform advanced searches using Boolean operators.

07.03 Discuss email, email attachments, address book, and calendars.

CTE Standards and Benchmarks

07.04 Discuss instant messaging.

08.0 Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:

08.01 Identify through internet research information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.

08.02 Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.

09.0 Describe and use communication features of information technology – the student will be able to:

09.01 Define important internet communications protocols and their roles in delivering basic Internet services.

09.02 Identify security and privacy issues related to the Internet, including passwords and information theft.

09.03 Demonstrate ways to communicate effectively using Internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

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, including access to computers and appropriate software.

Special Notes

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

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular 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.

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

Florida Department of Education
Curriculum Framework

Course Title: Computer Applications in Business 3
Course Type: Orientation/Exploratory
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8200211
CIP Number	0507999903
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8200211	Computer Applications in Business 3	BUS ED 1 @2 CLERICAL @7 7 G COMPU SCI 6 SECRETAR 7 G TC COOP ED @7 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Identify information technology tools and their proper uses.
- 02.0 Develop and apply spreadsheet skills utilizing current technology.
- 03.0 Develop and apply digital design skills utilizing current technology.
- 04.0 Develop and apply database skills utilizing current technology.
- 05.0 Develop and apply web design skills utilizing current technology.
- 06.0 Develop and utilize business-related skills.
- 07.0 Identify components of network systems.
- 08.0 Describe how information technology is used in the Business Management and Administration career cluster.
- 09.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Computer Applications in Business 3
Course Number: 8200211
Course Length: Semester

Course Description:

This course is designed to provide instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks	
01.0	Develop and apply spreadsheet skills utilizing current technology – the student will be able to:
01.01	Apply cell borders and shading.
01.02	Add a header and footer.
01.03	Rotate text in a cell.
01.04	Create a formula using mathematical operations.
01.05	Create a formula using more than one mathematical operation.
01.06	Create a formula finding maximum, minimum and average.
01.07	Format a chart changing the font size, component colors and rotation of charts for graphical emphasis.
01.08	Insert a picture in a worksheet.
02.0	Develop and apply digital design skills utilizing current technology – the student will be able to:
02.01	Apply special formatting including, but not limited to adding gradients to frames, text wrapping and positioning.
02.02	Insert graphics from files.
02.03	Create new document without using templates.
02.04	Ability to save graphics to file.

CTE Standards and Benchmarks

02.05 Demonstrate proficiency in advanced print layout options.

03.0 Develop and apply database skills utilizing current technology – the student will be able to:

03.01 Start and exit database software. Save a database in various formats i.e., file types.

03.02 Identify the parts of the database screen.

03.03 View the database window and use the navigation pane. Open an object in design view or layout view.

03.04 Create a table.

03.05 Enter records in datasheet view.

03.06 Change the column width in a datasheet. Use hide, unhide, freeze and unfreeze fields.

03.07 Add and delete fields and create relationships between tables.

03.08 Create and modify fields, for example specify text, numbers, currency, and yes/no.

03.09 Sort and filter record (use autofilter, filter by selection, and by form).

03.10 Create a report.

04.0 Develop and apply web design skills utilizing current technology – the student will be able to:

04.01 Identify and describe the various components of the Internet, including, WWW, email, FTP, and URL.

04.02 Understand the difference between web browser and search engine.

04.03 Describe the difference between a client and the various types of servers, including web servers.

04.04 Follow copyright laws.

04.05 Demonstrate an understanding of file storage and the path to describe the location of a document.

04.06 Describe how XHTML has altered the structure of HTML.

04.07 Identify and describe basic HTML/ XHTML terminology.

04.08 Identify and describe basic HTML/ XHTML tags.

04.09 Identify the elements of a webpage.

CTE Standards and Benchmarks

04.10 Produce a webpage using basic HTML tags, including but not limited to, links, anchors, lists, tables, background and fonts.

04.11 Include graphics in a webpage.

04.12 Use the Internet to find free components for a webpage such as Javascript, java applets, and banners.

04.13 Create a webpage for others to see.

05.0 Develop and utilize business-related skills – the student will be able to:

05.01 Classify characteristics of a positive attitude in the workplace.

05.02 Understand the importance of proper grooming and appearance for the workplace.

05.03 Apply problem solving skills to troubleshoot computer problems.

05.04 Identify brainstorming techniques.

05.05 Apply impromptu and/or prepared presentation skills.

05.06 Research sources of employment.

05.07 List employment benefits.

05.08 Identify child labor laws.

05.09 Identify appropriate procedures for changing jobs.

05.10 Discuss importance of being prepared to complete a job application.

05.11 Discuss employer expectations toward prospective and current employees.

05.12 Discuss the value of sharpening technology skills as the workplace environment changes.

05.13 Prepare a list of strategies for communicating in multicultural settings.

05.14 Analyze the importance of good work habits for success in the workplace.

06.0 Identify information technology tools and their proper uses – the student will be able to:

06.01 Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.

06.02 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business, Management and Administration career cluster.

CTE Standards and Benchmarks

06.03	Use different web search engines effectively to locate information relevant to the Business, Management and Administration career cluster.
06.04	Understand how email clients send simple messages and files to other Internet users.
07.0	Identify components of network systems – the student will be able to:
07.01	Identify structure to access internet, including hardware and software components.
07.02	Identify user customization features in web browsers, including preferences, caching, bookmarks/ favorites and cookies.
07.03	Recognize essential database concepts.
08.0	Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:
08.01	Identify through Internet research information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.
08.02	Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.
09.0	Describe and use communication features of information technology – the student will be able to:
09.01	Define important Internet communications protocols and their roles in delivering basic Internet services.
09.02	Identify basic principles of the Domain Name System (DNS).
09.03	Identify security issues related to Internet clients.
09.04	Identify and use principles of personal information management (PIM), including common applications.
09.05	Identify and understand webcasting and related services.
09.06	Demonstrate ways to communicate effectively using Internet technology, such as email, webcast, websites, webpage, messaging, social networks, and blogging.

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, including access to computers and appropriate software.

Special Notes

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

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Accommodations

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

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

Florida Department of Education
Curriculum Framework

Course Title: Computer Applications in Business 4
Course Type: Orientation/Exploratory
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8200212
CIP Number	0507999904
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate database, intermediate web design, introductory programming, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8200212	Computer Applications in Business 4	BUS ED 1 @2 CLERICAL @7 7 G COMPU SCI 6 SECRETAR 7 G TC COOP ED @7 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Identify information technology tools and their proper uses.
- 02.0 Develop and apply database skills utilizing current technology.
- 03.0 Develop and apply web design skills utilizing current technology.
- 04.0 Develop and apply programming skills utilizing current technology.
- 05.0 Develop and utilize business-related skills.
- 06.0 Identify components of network systems.
- 07.0 Describe how information technology is used in the Business Management and Administration career cluster.
- 08.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Computer Applications in Business 4
Course Number: 8200212
Course Length: Semester

Course Description:

This course is designed to provide instruction in intermediate database, intermediate web design, introductory programming, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks	
01.0	Identify information technology tools and their proper uses – the student will be able to:
01.01	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business, Management and Administration career cluster.
01.02	Understand how e-mail clients send simple messages and files to other Internet users.
01.03	Use different web search engines effectively to locate information relevant to the Business, Management and Administration career cluster.
01.04	Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
02.0	Develop and apply database skills utilizing current technology – the student will be able to:
02.01	Start and exit a database software.
02.02	Use the navigation pane/change the view of an objects in the navigation pane.
02.03	Create a database from a template
02.04	Edit records in datasheet view.
02.05	Add and delete records in datasheet view.

CTE Standards and Benchmarks

02.06 Cut, copy, and paste data in datasheet view.

02.07 Change the datasheet layout.

02.08 Hide columns in a table.

02.09 Create a table in design view/create and modify fields (or a field) in a datasheet.

02.10 Create a form and enter and edit data in a form.

02.11 Use form layout tools to modify a database design, arrangement and format (themes, fonts, colors).

02.12 Create a query. Save a database in a different format (i.e., file types).

03.0 Develop and apply web design skills utilizing current technology – the student will be able to:

03.01 Produce a Web page using basic HTML tags, including but not limited to, links, anchors, lists, tables, background and fonts.

03.02 Define principles of acceptable web design.

03.03 Understand how different web browsers interpret pages.

03.04 Understand the role of plug-ins.

03.05 Understand graphic, audio, and movie file formats and how they affect file size.

03.06 Use animated graphics, audio and video files in a webpage.

03.07 Use image editing software to create and edit images.

03.08 Demonstrate an understanding of compressing and decompressing files.

03.09 Understand the importance of regular file backup.

CTE Standards and Benchmarks

03.10 Create a webpage for others to see.

04.0 Develop and apply programming skills utilizing current technology – the student will be able to:

04.01 Give a brief history of computers.

04.02 Describe how hardware and software make up computer architecture.

04.03 Understand the binary representation of data and programs in computers.

04.04 Discuss the evolution of programming languages.

04.05 Describe the software development process.

04.06 Describe the fundamental concepts of object-oriented programming.

04.07 Discuss the importance of the selected programming language.

04.08 Describe the structure of a simple program.

04.09 Write a simple program.

04.10 Edit, compile, and run a program.

04.11 Format a program for visual effects.

04.12 Identify compile-time errors.

05.0 Develop and utilize business-related skills – the student will be able to:

05.01 Classify the characteristics of a positive attitude in the workplace.

05.02 Understand the importance of proper grooming and appearance for the workplace.

CTE Standards and Benchmarks

05.03 Utilize problem solving skills in programming areas.

05.04 Utilize brainstorming techniques to solve a problem.

05.05 Apply impromptu and/or prepared presentation skills.

05.06 Research sources of employment.

05.07 Discuss employment benefits.

05.08 Discuss child labor laws.

05.09 Evaluate appropriate procedures for changing jobs.

05.10 Evaluate a quality completed job application.

05.11 Identify characteristics of ethical behavior in the workplace.

05.12 Understand the importance of personal integrity in the workplace.

05.13 Develop an understanding of the skills that transfer from school to work.

06.0 Identify components of network systems – the student will be able to:

06.01 Identify structure to access internet, including hardware and software components.

06.02 Identify user customization features in web browsers, including preferences, caching, bookmarks/ favorites and cookies.

06.03 Recognize essential database concepts.

07.0 Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:

07.01 Identify through Internet research information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.

CTE Standards and Benchmarks

07.02 Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.

08.0 Describe and use communication features of information technology – the student will be able to:

08.01 Define important Internet communications protocols and their roles in delivering basic Internet services.

08.02 Identify basic principles of the Domain Name System (DNS).

08.03 Identify security issues related to Internet clients.

08.04 Identify and use principles of personal information management (PIM), including common applications.

08.05 Identify and understand webcasting and related services.

08.06 Demonstrate ways to communicate effectively using Internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

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, including access to computers and appropriate software.

Special Notes

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

Career and Technical Student Organization (CTSO)

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Accommodations

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

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

Florida Department of Education
Curriculum Framework

Course Title: Computer Applications in Business 1 and Career Planning*
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8200220
CIP Number	05079999CE
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

*Effective July 1, 2017, there is no longer a promotion requirement for middle grades students to complete a Career and Education Planning course. However, these courses will continue to be available and should be taught integrating the eight career and education planning course standards. Additional information on the Middle School Career and Education Planning course and the list of standards is available online. The MyCareerShines powered by Kuder® career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan.

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8200220	Computer Applications in Business 1 and Career Planning	BUS ED 1 @2 COMPU SCI 6 ENG&TEC ED1@2 TC COOP ED @7 TEC ED 1@2 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Identify and understand computer hardware.
- 02.0 Identify information technology tools and their proper uses.
- 03.0 Develop and apply keyboarding skills utilizing current technology.
- 04.0 Develop and apply word processing skills utilizing current technology.
- 05.0 Develop and apply electronic presentation skills utilizing current technology.
- 06.0 Develop and apply spreadsheet skills utilizing current technology.
- 07.0 Develop and utilize business-related skills.
- 08.0 Perform activities using the worldwide web.
- 09.0 Describe how information technology is used in the Business, Management and Administration career cluster.
- 10.0 Describe and use communication features of information technology.

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

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

Florida Department of Education
Student Performance Standards

Course Title: Computer Applications in Business 1 and Career Planning
Course Number: 8200220
Course Length: Semester

Course Description:

This course is designed to provide instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks	
01.0	Identify and understand computer hardware – the student will be able to:
01.01	Define and identify input, output, and storage devices and their functions.
01.02	Define and identify memory in a computer.
02.0	Identify information technology tools and their proper uses – the student will be able to:
02.01	Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
03.0	Develop and apply keyboarding skills utilizing current technology – the student will be able to:
03.01	Demonstrate proper keyboarding techniques using correct ergonomic habits.
03.02	Demonstrate safety and respect for equipment materials in lab.
03.03	Demonstrate proper techniques for alphanumeric keyboarding while keeping fingers on home row keys.

CTE Standards and Benchmarks

04.0 Develop and apply word processing skills utilizing current technology – the student will be able to:

04.01 Start and exit word processing software.

04.02 Apply different views to a document – select zoom options, document view, split windows, arrange windows, and switch windows.

04.03 Move text in a document using the copying/cutting/pasting and drag/drop text commands.

04.04 Apply tabs, line spacing and paragraph indents.

04.05 Align text horizontally and vertically.

04.06 Apply character attributes – font, font size, font color, underline, bold, italic, and text effects.

04.07 Apply styles in a document.

04.08 Utilize the undo and redo commands.

04.09 Utilize the show/hide command.

04.10 Use find and replace.

04.11 Utilize the format painter.

04.12 Utilize the text highlight feature in a document – select highlight color.

04.13 Insert date and time.

04.14 Insert and manipulate graphics, word art and text boxes.

04.15 Insert and remove a manual page break in a document.

04.16 Create bulleted and numbered lists.

CTE Standards and Benchmarks

04.17 Create a table – inserting, moving, and entering data.

04.18 Format a table – insert/delete columns, rows, and cells and merge cells.

04.19 Format a table – changing column/row width/height.

04.20 Apply table alignment on document horizontally and vertically.

04.21 Apply text and number alignment within a table.

04.22 Use table tools to change table styles, apply borders, and shading.

04.23 Set the page layout in a document – margins, page orientation, and page size.

04.24 Change the page background – insert a watermark, page border, and change the page color.

04.25 Create headers and footers in a document.

04.26 Use spell/grammar check/thesaurus programs properly.

04.27 Use basic proofreading skills including proofreader's marks.

04.28 Understand the difference between save and save as.

04.29 Save a document – specify file name and location.

04.30 Save a document in a different format, e.g., PDF, Web page, and jpeg.

04.31 Understand printing options including printer selection, scale to fit, and page number selection.

05.0 Develop and apply electronic presentation skills utilizing current technology – the student will be able to:

05.01 Start and exit presentation software.

CTE Standards and Benchmarks

05.02 Apply fill effects, lines and shapes.

05.03 Demonstrate ability to order, group and rotate objects.

05.04 Demonstrate ability to animate graphics.

05.05 Apply slide transitions and timings.

05.06 Incorporate text, tables, charts and graphic transitions into document.

05.07 Add sound using various media e.g. internet and/or files.

05.08 Apply action buttons.

05.09 Insert a hyperlink.

05.10 Rearrange slide order through slide sorter.

05.11 Create note page to aid in oral presentation of slide show.

05.12 Customize timing and rehearsing to coordinate with oral presentation.

05.13 Save a presentation in a different format, e.g., PDF and webpage.

05.14 Demonstrate the ability to spell check and print presentations using different settings.

05.15 Demonstrate presentation skills.

06.0 Develop and apply spreadsheet skills utilizing current technology – the student will be able to:

06.01 Start and exit spreadsheet software.

06.02 Identify the parts of the spreadsheet screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.

CTE Standards and Benchmarks

06.03 Create a new worksheet.

06.04 Change column width and row height.

06.05 Format the contents of a cell, i.e., change fonts and font sizes, align text, and format numbers.

06.06 Merge cells.

06.07 Use undo and redo commands.

06.08 Autoformat the worksheet if available. autoformat applies borders, shading, and data formatting.

06.09 Use the auto sum feature.

06.10 Create a chart.

07.0 Develop and utilize business-related skills – the student will be able to:

07.01 Demonstrate an understanding of the importance of a positive attitude in obtaining and maintaining a job.

07.02 Identify grooming/dress standards in various workplace environments.

07.03 Demonstrate problem solving skills.

07.04 Demonstrate an awareness of teamwork.

07.05 Make an impromptu presentation.

07.06 Make a prepared presentation.

07.07 Collaborate and effectively use teamwork to present in a group.

CTE Standards and Benchmarks

08.0 Perform activities using the worldwide web – the student will be able to:

08.01 Identify and define Internet vocabulary such as hyperlink, WWW, URL, and web browser.

08.02 Understand basic principles of the Domain Name System (DNS).

08.03 Perform basic Internet searches.

08.04 Identify and use various web browsers.

08.05 Copy and paste from browser to other applications.

08.06 Identify and use various search engines.

08.07 Evaluate websites.

08.08 Understand favorites/ bookmarks.

08.09 Understand and demonstrate Internet safety.

08.10 Discuss Internet privacy, ethics, network etiquette and copyright laws.

08.11 Download files.

08.12 Download graphics.

09.0 Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:

09.01 Identify through internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.

09.02 Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.

CTE Standards and Benchmarks

10.0 Describe and use communication features of information technology – the student will be able to:

10.01 Identify security and privacy issues related to the Internet, including passwords and information theft.

10.02 Identify and/or use various ways to communicate effectively using internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

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

The student will be able to:

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

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

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

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

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

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

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

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

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, including access to computers and appropriate software.

Special Notes

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

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular 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.

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

Florida Department of Education
Curriculum Framework

Course Title: Computer Applications in Business 1
Course Type: Orientation/Exploratory
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8200520
CIP Number	05079999MS
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8200520	Computer Applications in Business 1	BUS ED 1 @2 COMPU SCI 6 ENG&TEC ED1@2 TC COOP ED @7 TEC ED 1@2 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Identify and understand computer hardware.
- 02.0 Identify information technology tools and their proper uses.
- 03.0 Develop and apply keyboarding skills utilizing current technology.
- 04.0 Develop and apply word processing skills utilizing current technology.
- 05.0 Develop and apply electronic presentation skills utilizing current technology.
- 06.0 Develop and apply spreadsheet skills utilizing current technology.
- 07.0 Develop and utilize business-related skills.
- 08.0 Perform activities using the worldwide web.
- 09.0 Describe how information technology is used in the Business, Management and Administration career cluster.
- 10.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Computer Applications in Business 1
Course Number: 8200520
Course Length: Semester

Course Description:

This course is designed to provide instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and business applications skills. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.

CTE Standards and Benchmarks	
01.0	Identify and understand computer hardware – the student will be able to:
01.01	Define and identify input, output, and storage devices and their functions.
01.02	Define and identify memory in a computer.
02.0	Identify information technology tools and their proper uses – the student will be able to:
02.01	Define and identify various software applications (word processing, spreadsheets, database, presentation, digital publishing) and their uses.
03.0	Develop and apply keyboarding skills utilizing current technology – the student will be able to:
03.01	Demonstrate proper keyboarding techniques using correct ergonomic habits.
03.02	Demonstrate safety and respect for equipment materials in lab.
03.03	Demonstrate proper techniques for alphanumeric keyboarding while keeping fingers on home row keys.
04.0	Develop and apply word processing skills utilizing current technology – the student will be able to:
04.01	Start and exit word processing software.
04.02	Apply different views to a document – select zoom options, document view, split windows, arrange windows, and switch windows.
04.03	Move text in a document using the copying/cutting/pasting and drag/drop text commands.
04.04	Apply tabs, line spacing and paragraph indents.

CTE Standards and Benchmarks

04.05 Align text horizontally and vertically.

04.06 Apply character attributes – font, font size, font color, underline, bold, italic, and text effects.

04.07 Apply styles in a document.

04.08 Utilize the undo and redo commands.

04.09 Utilize the show/hide command.

04.10 Use find and replace.

04.11 Utilize the format painter.

04.12 Utilize the text highlight feature in a document – select highlight color.

04.13 Insert date and time.

04.14 Insert and manipulate graphics, word art and text boxes.

04.15 Insert and remove a manual page break in a document.

04.16 Create bulleted and numbered lists.

04.17 Create a table – inserting, moving, and entering data.

04.18 Format a table – insert/delete columns, rows, and cells and merge cells.

04.19 Format a table – changing column/ row width/ height.

04.20 Apply table alignment on document – horizontally and vertically.

04.21 Apply text and number alignment within a table.

04.22 Use table tools – change table styles, apply borders, and shading.

04.23 Set the page layout in a document – margins, page orientation, and page size.

04.24 Change the page background – insert a watermark, page border, and change the page color.

04.25 Create headers and footers in a document.

04.26 Use spell/grammar check/thesaurus programs properly.

CTE Standards and Benchmarks

04.27 Use basic proofreading skills including proofreader's marks.

04.28 Understand the difference between save and save as.

04.29 Save a document – specify file name and location.

04.30 Save a document in a different format, e.g., PDF, webpage, and jpeg.

04.31 Understand printing options including printer selection, scale to fit, and page number selection.

05.0 Develop and apply electronic presentation skills utilizing current technology – the student will be able to:

05.01 Start and exit presentation software.

05.02 Apply fill effects, lines and shapes.

05.03 Demonstrate ability to order, group and rotate objects.

05.04 Demonstrate ability to animate graphics.

05.05 Apply slide transitions and timings.

05.06 Incorporate text, tables, charts and graphic transitions into document.

05.07 Add sound using various media e.g., internet and/or files.

05.08 Apply action buttons.

05.09 Insert a hyperlink.

05.10 Rearrange slide order through slide sorter.

05.11 Create note page to aid in oral presentation of slide show.

05.12 Customize timing and rehearsing to coordinate with oral presentation.

05.13 Save a presentation in a different format, e.g., PDF and webpage.

05.14 Demonstrate the ability to spell check and print presentations using different settings.

05.15 Demonstrate presentation skills.

CTE Standards and Benchmarks

06.0 Develop and apply spreadsheet skills utilizing current technology – the student will be able to:

06.01 Start and exit spreadsheet software.

06.02 Identify the parts of the spreadsheet screen, e.g., ribbon, status bar, title bar, insertion point, scroll box and bar, and tabs.

06.03 Create a new worksheet.

06.04 Change column width and row height.

06.05 Format the contents of a cell, i.e., change fonts and font sizes, align text, and format numbers.

06.06 Merge cells.

06.07 Use undo and redo commands.

06.08 AutoFormat the worksheet if available. AutoFormat applies borders, shading, and data formatting.

06.09 Use the auto sum feature.

06.10 Create a chart.

07.0 Develop and utilize business-related skills – the student will be able to:

07.01 Demonstrate an understanding of the importance of a positive attitude in obtaining and maintaining a job.

07.02 Identify grooming/dress standards in various workplace environments.

07.03 Demonstrate problem solving skills.

07.04 Demonstrate an awareness of teamwork.

07.05 Make an impromptu presentation.

07.06 Make a prepared presentation.

07.07 Collaborate and effectively use teamwork to present in a group.

08.0 Perform activities using the worldwide web – the student will be able to:

08.01 Identify and define Internet vocabulary such as hyperlink, WWW, URL, and web browser.

08.02 Understand basic principles of the Domain Name System (DNS).

CTE Standards and Benchmarks

08.03	Perform basic Internet searches.
08.04	Identify and use various web browsers.
08.05	Copy and paste from browser to other applications.
08.06	Identify and use various search engines.
08.07	Evaluate websites.
08.08	Understand favorites/bookmarks.
08.09	Understand and demonstrate Internet safety.
08.10	Discuss Internet privacy, ethics, network etiquette and copyright laws.
08.11	Download files.
08.12	Download graphics.
09.0	Describe how information technology is used in the Business, Management and Administration career cluster – the student will be able to:
09.01	Identify through internet research information technology (IT) careers in the Business, Management and Administration career cluster, including the responsibilities, tasks and skills they require.
09.02	Identify security-related ethical and legal IT issues faced by professionals in the Business, Management and Administration career cluster.
10.0	Describe and use communication features of information technology – the student will be able to:
10.01	Identify security and privacy issues related to the Internet, including passwords and information theft.
10.02	Identify and/or use various ways to communicate effectively using internet technology, such as email, webcast, website, webpage, messaging, social networks, and blogging.

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, including access to computers and appropriate software.

Special Notes

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

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professionals of America (BPA) are the intercurricular 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.

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

Florida Department of Education
Curriculum Framework

Course Title: Introduction to Business Management and Administration
Course Type: Orientation/Exploratory
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8370350
CIP Number	148370350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to fundamental knowledge and skills related to business functions in the Business Management and Administration cluster. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8370350	Introduction to Business Management and Administration	BUS ED 1 @2 TC COOP ED @7 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Demonstrate an understanding of the General Management career pathway.
- 02.0 Demonstrate an understanding of the Business Information Management career pathway.
- 03.0 Demonstrate an understanding of the Human Resources Management career pathway.
- 04.0 Demonstrate an understanding of the Operations Management career pathway.
- 05.0 Demonstrate an understanding of the Administrative Support career pathway.
- 06.0 Demonstrate an understanding of the Accounting career pathway.
- 07.0 Apply leadership and communication skills.
- 08.0 Describe how information technology is used in the Business Management and Administration career cluster.
- 09.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Business Management and Administration
Course Number: 8370350
Course Length: Semester

Course Description:

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

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

CTE Standards and Benchmarks

02.06 Describe technologies associated in careers within the Business Information Management career pathway.

03.0 Demonstrate an understanding of the Human Resources Management career pathway – the student will be able to:

03.01 Define and use proper terminology associated with the Human Resources Management career pathway.

03.02 Describe some of the careers available in the Human Resources Management career pathway.

03.03 Identify common characteristics of the careers in the Human Resources Management career pathway.

03.04 Research the history of the Human Resources Management career pathway and describe how the careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Human Resources Management career pathway.

03.06 Describe technologies associated in careers within the Human Resources Management career pathway.

04.0 Demonstrate an understanding of the Operations Management career pathway – the student will be able to:

04.01 Define and use proper terminology associated with the Operations Management career pathway.

04.02 Describe some of the careers available in the Operations Management career pathway.

04.03 Identify common characteristics of the careers in the Operations Management career pathway.

04.04 Research the history of the Operations Management career pathway and describe how the careers have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Operations Management career pathway.

04.06 Describe technologies associated in careers within the Operations Management career pathway.

05.0 Demonstrate an understanding of the Administrative Support career pathway – the student will be able to:

05.01 Define and use proper terminology associated with the Administrative Support career pathway.

05.02 Describe some of the careers available in the Administrative Support career pathway.

05.03 Identify common characteristics of the careers in the Administrative Support career pathway.

05.04 Research the history of the Administrative Support career pathway and describe how the careers have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Administrative Support career pathway.

05.06 Describe technologies associated in careers within the Administrative Support career pathway.

CTE Standards and Benchmarks

06.0 Demonstrate an understanding of the Accounting career pathway – the student will be able to:

06.01 Define and use proper terminology associated with the Accounting career pathway.

06.02 Describe some of the careers available in the Accounting career pathway.

06.03 Identify common characteristics of the careers in the Accounting career pathway.

06.04 Research the history of the Accounting career pathway and describe how the careers have evolved and impacted society.

06.05 Identify skills required to successfully enter any career in the Accounting career pathway.

06.06 Describe technologies associated in careers within the Accounting career pathway.

07.0 Apply leadership and communication skills – the student will be able to:

07.01 Discuss the establishment and history of the FBLA and BPA organizations.

07.02 Identify the characteristics and responsibilities of organizational leaders.

07.03 Demonstrate parliamentary procedure skills during a meeting.

07.04 Participate on a committee which has an assigned task and report to the class.

07.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

07.06 Use a computer to assist in the completion of a project related to the Business Management and Administration career cluster.

08.0 Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:

08.01 Identify information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.

08.02 Relate information technology project management concepts and terms to careers in the Business Management and Administration career cluster.

08.03 Manage information technology components typically used in professions of the Business Management and Administration career cluster.

08.04 Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.

09.0 Use information technology tools – the student will be able to:

09.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business Management and Administration career cluster.

CTE Standards and Benchmarks

09.02 Use e-mail clients to send simple messages and files to other Internet users.

09.03 Demonstrate ways to communicate effectively using Internet technology.

09.04 Use different types of web search engines effectively to locate information relevant to the Business Management and Administration career cluster.

Additional Information

Laboratory Activities

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

Special Notes

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

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professional of America (BPA) are the intercultural 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.

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

Florida Department of Education
Curriculum Framework

Course Title: Introduction to Business Management and Administration and Career Planning*
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Business Management and Administration

Secondary – Middle School

Course Number	8370360
CIP Number	148370360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FBLA BPA

*Effective July 1, 2017, there is no longer a promotion requirement for middle grades students to complete a Career and Education Planning course. However, these courses will continue to be available and should be taught integrating the eight career and education planning course standards. Additional information on the Middle School Career and Education Planning course and the list of standards is available online. The MyCareerShines powered by Kuder® career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan.

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management and Administration career cluster. The content includes but is not limited to fundamental knowledge and skills related to business functions in the Business Management and Administration cluster. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

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

Course/Program Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8370360	Introduction to Business Management and Administration and Career Planning	BUS ED 1 @2 TC COOP ED @7 VOE @7	Semester

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

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

Standards

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

- 01.0 Demonstrate an understanding of the General Management career pathway.
- 02.0 Demonstrate an understanding of the Business Information Management career pathway.
- 03.0 Demonstrate an understanding of the Human Resources Management career pathway.
- 04.0 Demonstrate an understanding of the Operations Management career pathway.
- 05.0 Demonstrate an understanding of the Administrative Support career pathway.
- 06.0 Demonstrate an understanding of the Accounting career pathway.
- 07.0 Apply leadership and communication skills.
- 08.0 Describe how information technology is used in the Business Management and Administration career cluster.
- 09.0 Use information technology tools.

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

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

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Business, Management and Administration and Career Planning
Course Number: 8370360
Course Length: Semester

Course Description:

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

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

CTE Standards and Benchmarks

02.06 Describe technologies associated in careers within the Business Information Management career pathway.

03.0 Demonstrate an understanding of the Human Resources Management career pathway – the student will be able to:

03.01 Define and use proper terminology associated with the Human Resources Management career pathway.

03.02 Describe some of the careers available in the Human Resources Management career pathway.

03.03 Identify common characteristics of the careers in the Human Resources Management career pathway.

03.04 Research the history of the Human Resources Management career pathway and describe how the careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Human Resources Management career pathway.

03.06 Describe technologies associated in careers within the Human Resources Management career pathway.

04.0 Demonstrate an understanding of the Operations Management career pathway – the student will be able to:

04.01 Define and use proper terminology associated with the Operations Management career pathway.

04.02 Describe some of the careers available in the Operations Management career pathway.

04.03 Identify common characteristics of the careers in the Operations Management career pathway.

04.04 Research the history of the Operations Management career pathway and describe how the careers have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Operations Management career pathway.

04.06 Describe technologies associated in careers within the Operations Management career pathway.

05.0 Demonstrate an understanding of the Administrative Support career pathway – the student will be able to:

05.01 Define and use proper terminology associated with the Administrative Support career pathway.

05.02 Describe some of the careers available in the Administrative Support career pathway.

05.03 Identify common characteristics of the careers in the Administrative Support career pathway.

05.04 Research the history of the Administrative Support career pathway and describe how the careers have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Administrative Support career pathway.

05.06 Describe technologies associated in careers within the Administrative Support career pathway.

CTE Standards and Benchmarks

06.0 Demonstrate an understanding of the Accounting career pathway – the student will be able to:

06.01 Define and use proper terminology associated with the Accounting career pathway.

06.02 Describe some of the careers available in the Accounting career pathway.

06.03 Identify common characteristics of the careers in the Accounting career pathway.

06.04 Research the history of the Accounting career pathway and describe how the careers have evolved and impacted society.

06.05 Identify skills required to successfully enter any career in the Accounting career pathway.

06.06 Describe technologies associated in careers within the Accounting career pathway.

07.0 Apply leadership and communication skills – the student will be able to:

07.01 Discuss the establishment and history of the FBLA and BPA organizations.

07.02 Identify the characteristics and responsibilities of organizational leaders.

07.03 Demonstrate parliamentary procedure skills during a meeting.

07.04 Participate on a committee which has an assigned task and report to the class.

07.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

07.06 Use a computer to assist in the completion of a project related to the Business Management and Administration career cluster.

08.0 Describe how information technology is used in the Business Management and Administration career cluster – the student will be able to:

08.01 Identify information technology (IT) careers in the Business Management and Administration career cluster, including the responsibilities, tasks and skills they require.

08.02 Relate information technology project management concepts and terms to careers in the Business Management and Administration career cluster.

08.03 Manage information technology components typically used in professions of the Business Management and Administration career cluster.

08.04 Identify security-related ethical and legal IT issues faced by professionals in the Business Management and Administration career cluster.

09.0 Use information technology tools – the student will be able to:

09.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Business Management and Administration career cluster.

CTE Standards and Benchmarks

09.02 Use e-mail clients to send simple messages and files to other Internet users.

09.03 Demonstrate ways to communicate effectively using Internet technology.

09.04 Use different types of web search engines effectively to locate information relevant to the Business Management and Administration career cluster.

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

The student will be able to:

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

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

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

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

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

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

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

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

Additional Information

Laboratory Activities

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

Special Notes

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

Career and Technical Student Organization (CTSO)

Future Business Leaders of America (FBLA) and Business Professional of America (BPA) are the intercultural 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.

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

Florida Department of Education
Curriculum Framework

Course Title: Orientation to Career Clusters
Course Type: Orientation/Exploratory

Secondary – Middle School

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

Purpose

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

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

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

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

Course Structure

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

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

The following table illustrates the course structure:

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

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

Standards

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

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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

CTE Standards and Benchmarks

03.02 Describe the types of places that employ individuals who have careers in the Architecture & Construction career cluster.

03.03 Describe the variety of tasks performed by individuals who have careers in the Architecture & Construction career cluster.

03.04 List the skills, abilities, and talents needed for careers in the Architecture & Construction career cluster.

03.05 Identify the level of training and education required for careers in the Architecture & Construction career cluster.

03.06 Research a career in the Architecture & Construction career cluster and present findings to the class.

03.07 Apply math, science, and reading skills in the completion of a project or activity related to the Architecture & Construction career cluster.

04.0 Identify and explore careers in the Arts, A/V Technology & Communication cluster – the student will be able to:

04.01 Identify the pathways in the Arts, A/V Technology & Communication career cluster and the careers in each pathway.

04.02 Describe the types of places that employ individuals who have careers in the Arts, A/V Technology & Communication career cluster.

04.03 Describe the variety of tasks performed by individuals who have careers in the Arts, A/V Technology & Communication career cluster.

04.04 List the skills, abilities, and talents needed for careers in the Arts, A/V Technology & Communication career cluster.

04.05 Identify the level of training and education required for careers in the Arts, A/V Technology & Communication career cluster.

04.06 Research a career in the Arts, A/V Technology & Communication career cluster and present findings to the class.

04.07 Apply math, science, and reading skills in the completion of a project or activity related to the Arts, A/V Technology & Communication career cluster.

05.0 Identify and explore careers in the Business, Management & Administration cluster – the student will be able to:

05.01 Identify the pathways in the Business, Management & Administration career cluster and the careers in each pathway.

05.02 Describe the types of places that employ individuals who have careers in the Business Management & Administration career cluster.

05.03 Describe the variety of tasks performed by individuals who have careers in the Business Management & Administration career cluster.

05.04 List the skills, abilities, and talents needed for careers in the Business Management & Administration career cluster.

05.05 Identify the level of training and education required for careers in the Business Management & Administration career cluster.

05.06 Research a career in the Business Management & Administration career cluster and present findings to the class.

05.07 Apply math, science, and reading skills in the completion of a project or activity related to the Business Management & Administration career cluster.

CTE Standards and Benchmarks

06.0 Identify and explore careers in the Education & Training cluster – the student will be able to:

06.01 Identify the pathways in the Education & Training career cluster and the careers in each pathway.

06.02 Describe the types of places that employ individuals who have careers in the Education & Training career cluster.

06.03 Describe the variety of tasks performed by individuals who have careers in the Education & Training career cluster.

06.04 List the skills, abilities, and talents needed for careers in the Education & Training career cluster.

06.05 Identify the level of training and education required for careers in the Education & Training career cluster.

06.06 Research a career in the Education & Training career cluster and present findings to the class.

06.07 Apply math, science, and reading skills in the completion of a project or activity related to the Education & Training career cluster.

07.0 Identify and explore careers in the Energy cluster – the student will be able to:

07.01 Identify the pathways in the Energy career cluster and the careers in each pathway.

07.02 Describe the types of places that employ individuals who have careers in the Energy career cluster.

07.03 Describe the variety of tasks performed by individuals who have careers in the Energy career cluster.

07.04 List the skills, abilities, and talents needed for careers in the Energy career cluster.

07.05 Identify the level of training and education required for careers in the Energy career cluster.

07.06 Research a career in the Energy career cluster and present findings to the class.

07.07 Apply math, science, and reading skills in the completion of a project or activity related to the Energy career cluster.

08.0 Identify and explore careers in the Finance cluster – the student will be able to:

08.01 Identify the pathways in the Finance career cluster and the careers in each pathway.

08.02 Describe the types of places that employ individuals who have careers in the Finance career cluster.

08.03 Describe the variety of tasks performed by individuals who have careers in the Finance career cluster.

08.04 List the skills, abilities, and talents needed for careers in the Finance career cluster.

08.05 Identify the level of training and education required for careers in the Finance career cluster.

08.06 Research a career in the Finance career cluster and present findings to the class.

CTE Standards and Benchmarks

08.07 Apply math, science, and reading skills in the completion of a project or activity related to the Finance career cluster.

09.0 Identify and explore careers in the Government & Public Administration cluster – the student will be able to:

09.01 Identify the pathways in the Government & Public Administration career cluster and the careers in each pathway.

09.02 Describe the types of places that employ individuals who have careers in the Government & Public Administration career cluster.

09.03 Describe the variety of tasks performed by individuals who have careers in the Government & Public Administration career cluster.

09.04 List the skills, abilities, and talents needed for careers in the Government & Public Administration career cluster.

09.05 Identify the level of training and education required for careers in the Government & Public Administration career cluster.

09.06 Research a career in the Government & Public Administration career cluster and present findings to the class.

09.07 Apply math, science, and reading skills in the completion of a project or activity related to the Government & Public Administration career cluster.

10.0 Identify and explore careers in the Health Science cluster – the student will be able to:

10.01 Identify the pathways in the Health Science career cluster and the careers in each pathway.

10.02 Describe the types of places that employ individuals who have careers in the Health Science career cluster.

10.03 Describe the variety of tasks performed by individuals who have careers in the Health Science career cluster.

10.04 List the skills, abilities, and talents needed for careers in the Health Science career cluster.

10.05 Identify the level of training and education required for careers in the Health Science career cluster.

10.06 Research a career in the Health Science career cluster and present findings to the class.

10.07 Apply math, science, and reading skills in the completion of a project or activity related to the Health Science career cluster.

11.0 Identify and explore careers in the Hospitality & Tourism cluster – the student will be able to:

11.01 Identify the pathways in the Hospitality & Tourism career cluster and the careers in each pathway.

11.02 Describe the types of places that employ individuals who have careers in the Hospitality & Tourism career cluster.

11.03 Describe the variety of tasks performed by individuals who have careers in the Hospitality & Tourism career cluster.

11.04 List the skills, abilities, and talents needed for careers in the Hospitality & Tourism career cluster.

11.05 Identify the level of training and education required for careers in the Hospitality & Tourism career cluster.

CTE Standards and Benchmarks

11.06 Research a career in the Hospitality & Tourism career cluster and present findings to the class.

11.07 Apply math, science, and reading skills in the completion of a project or activity related to the Hospitality & Tourism career cluster.

12.0 Identify and explore careers in the Human Services cluster – the student will be able to:

12.01 Identify the pathways in the Human Services career cluster and the careers in each pathway.

12.02 Describe the types of places that employ individuals who have careers in the Human Services career cluster.

12.03 Describe the variety of tasks performed by individuals who have careers in the Human Services career cluster.

12.04 List the skills, abilities, and talents needed for careers in the Human Services career cluster.

12.05 Identify the level of training and education required for careers in the Human Services career cluster.

12.06 Research a career in the Human Services career cluster and present findings to the class.

12.07 Apply math, science, and reading skills in the completion of a project or activity related to the Human Services career cluster.

13.0 Identify and explore careers in the Information Technology cluster – the student will be able to:

13.01 Identify the pathways in the Information Technology career cluster and the careers in each pathway.

13.02 Describe the types of places that employ individuals who have careers in the Information Technology career cluster.

13.03 Describe the variety of tasks performed by individuals who have careers in the Information Technology career cluster.

13.04 List the skills, abilities, and talents needed for careers in the Information Technology career cluster.

13.05 Identify the level of training and education required for careers in the Information Technology career cluster.

13.06 Research a career in the Information Technology career cluster and present findings to the class.

13.07 Apply math, science, and reading skills in the completion of a project or activity related to the Information Technology career cluster.

14.0 Identify and explore careers in the Law, Public Safety & Security cluster–The student will be able to:

14.01 Identify the pathways in the Law, Public Safety & Security career cluster and the careers in each pathway.

14.02 Describe the types of places that employ individuals who have careers in the Law, Public Safety & Security career cluster.

14.03 Describe the variety of tasks performed by individuals who have careers in the Law, Public Safety & Security career cluster.

14.04 List the skills, abilities, and talents needed for careers in the Law, Public Safety & Security career cluster.

CTE Standards and Benchmarks

14.05 Identify the level of training and education required for careers in the Law, Public Safety & Security career cluster.

14.06 Research a career in the Law, Public Safety & Security career cluster and present findings to the class.

14.07 Apply math, science, and reading skills in the completion of a project or activity related to the Law, Public Safety & Security career cluster.

15.0 Identify and explore careers in the Manufacturing cluster – the student will be able to:

15.01 Identify the pathways in the Manufacturing career cluster and the careers in each pathway.

15.02 Describe the types of places that employ individuals who have careers in the Manufacturing career cluster.

15.03 Describe the variety of tasks performed by individuals who have careers in the Manufacturing career cluster.

15.04 List the skills, abilities, and talents needed for careers in the Manufacturing career cluster.

15.05 Identify the level of training and education required for careers in the Manufacturing career cluster.

15.06 Research a career in the Manufacturing career cluster and present findings to the class.

15.07 Apply math, science, and reading skills in the completion of a project or activity related to the Manufacturing career cluster.

16.0 Identify and explore careers in the Marketing, Sales & Service cluster – the student will be able to:

16.01 Identify the pathways in the Marketing, Sales & Service career cluster and the careers in each pathway.

16.02 Describe the types of places that employ individuals who have careers in the Marketing, Sales & Service career cluster.

16.03 Describe the variety of tasks performed by individuals who have careers in the Marketing, Sales & Service career cluster.

16.04 List the skills, abilities, and talents needed for careers in the Marketing, Sales & Service career cluster.

16.05 Identify the level of training and education required for careers in the Marketing, Sales & Service career cluster.

16.06 Research a career in the Marketing, Sales & Service career cluster and present findings to the class.

16.07 Apply math, science, and reading skills in the completion of a project or activity related to the Marketing, Sales & Service career cluster.

17.0 Identify and explore careers in Engineering and Technology Education – the student will be able to:

17.01 Identify the pathways in Engineering and Technology Education.

17.02 Describe the types of places that employ individuals who have careers in Engineering and Technology Education.

17.03 Describe the variety of tasks performed by individuals who have careers in Engineering and Technology Education.

CTE Standards and Benchmarks

17.04 List the skills, abilities, and talents needed for careers in Engineering and Technology Education.

17.05 Identify the level of training and education required for careers in Engineering and Technology Education.

17.06 Research a career in Engineering and Technology Education and present findings to the class.

17.07 Apply math, science, and reading skills in the completion of a project or activity related to the Engineering and Technology Education.

18.0 Identify and explore careers in the Transportation & Logistics cluster – the student will be able to:

18.01 Identify the pathways in the Transportation & Logistics career cluster and the careers in each pathway.

18.02 Describe the types of places that employ individuals who have careers in the Transportation & Logistics career cluster.

18.03 Describe the variety of tasks performed by individuals who have careers in the Transportation & Logistics career cluster.

18.04 List the skills, abilities, and talents needed for careers in the Transportation & Logistics career cluster.

18.05 Identify the level of training and education required for careers in the Transportation & Logistics career cluster.

18.06 Research a career in the Transportation & Logistics career cluster and present findings to the class.

18.07 Apply math, science, and reading skills in the completion of a project or activity related to the Transportation & Logistics career cluster.

19.0 Describe leadership skills – the student will be able to:

19.01 Identify the Career and Technical Student Organization(s) that are appropriate for CTE programs in each of the career clusters.

19.02 Describe the leadership opportunities available to members of the CTSOs identified above.

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

Additional Information

Laboratory Activities

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

Special Notes

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

Career and Technical Student Organization (CTSO)

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

Accommodations

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

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