

**Florida Department of Education
Curriculum Framework**

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

Secondary – Middle School

Program Number	8500140
CIP Number	04209950EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

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

Course Structure

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

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

The following table illustrates the course structure:

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

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 program, the student will be able to perform the following:

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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

CTE Standards and Benchmarks

04.01 Determine ways to strengthen self-esteem.

04.02 Identify factors that influence personality formation.

04.03 Identify positive human resources required for successful personal and work relationships.

04.04 Describe qualities and characteristics of a mentoring experience.

04.05 Determine the relevance of integrating academic learning, social skills and lifestyle choices to home, community and career.

05.0 Demonstrate team player skills. – The student will be able to:

05.01 Define teamwork.

05.02 Identify the benefits of working cooperatively.

05.03 Recognize confrontational personality types within a team.

05.04 Practice conflict resolution techniques.

06.0 Demonstrate employability skills. – The student will be able to:

06.01 Identify academic skills required for job success.

06.02 Recognize factors that may influence career choices.

06.03 Identify sources of career information.

06.04 Create and discuss the importance of the components of a current resume.

06.05 List the steps in a job search.

06.06 Demonstrate the ability to complete a job application.

06.07 Demonstrate effective interviewing skills.

07.0 Demonstrate critical thinking skills and application of the decision making process as it relates to personal and work situations. – The student will be able to:

07.01 Define the decision-making process.

07.02 Apply the decision making-process in workplace situations.

07.03 Demonstrate the ability to apply critical thinking skills.

08.0 Recognize and demonstrate effective communication skills. – The student will be able to:

CTE Standards and Benchmarks

08.01 Define assertive, aggressive, and passive communication.

08.02 Identify the impact of non-verbal behavior on communication.

08.03 Analyze the importance of accepting constructive criticism.

08.04 Demonstrate techniques for dealing with criticism.

08.05 Identify appropriate conversation for the work environment.

08.06 Practice appropriate written and verbal communication necessary for the workplace.

08.07 Practice effective presentation techniques.

09.0 Identify appropriate dress for various job experiences. – The student will be able to:

09.01 Practice good grooming techniques.

09.02 Identify the factors needed to create an economical, coordinated, easy care work wardrobe.

09.03 Select appropriate clothing for a variety of careers and work situations.

10.0 Recognize the importance of healthy choices as they relate to the well-being of the individual. – The student will be able to:

10.01 Define and describe symptoms of stress.

10.02 Identify various coping behaviors.

10.03 List and define types of substance abuse.

10.04 Identify effects of substance abuse on job performance.

10.05 List help that is available, through the government and community organizations, for attaining and maintaining good mental and emotional health.

10.06 Describe the importance of healthy food choices as they relate to job performance.

10.07 Identify techniques for balancing work, community, and personal life.

11.0 Identify legal issues as they relate to the work environment. – The student will be able to:

11.01 Define and describe types of sexual harassment in the workplace.

11.02 Identify appropriate conversation for the work environment.

11.03 List the advantages of a culturally diverse workplace.

CTE Standards and Benchmarks

11.04 Discuss the Americans with Disabilities Act.

11.05 Discuss the Equal Employment Opportunity Act.

12.0 Identify job benefits. – The student will be able to:

12.01 Define job benefits.

12.02 Identify advantages of benefit packages.

12.03 Discuss income as it relates to career success.

13.0 Practice employee and job safety. – The student will be able to:

13.01 Discuss the roles of the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA).

13.02 Discuss human errors and unsafe work environments and their relationship to employee safety.

13.03 Demonstrate safe operation of workplace equipment.

13.04 Identify first aid procedures for accidents and injuries.

14.0 Identify career pathways related to family and consumer sciences. – The student will be able to:

14.01 Define and describe the different types of businesses related to Family and Consumer Sciences career pathways.

14.02 Explain entrepreneurship.

14.03 Describe the risks and advantages of entrepreneurship.

14.04 Develop an entrepreneur business plan for a Family and Consumer Sciences career pathway.

14.05 Operate an on-site business related to a Family and Consumer Sciences career pathway.

Additional Information

Laboratory Activities

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

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)

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

Accommodations

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

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

**Florida Department of Education
Curriculum Framework**

Program Title: Personal Development
Program Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8500230
CIP Number	09209921EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

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

Course Structure

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

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

The following table illustrates the course structure:

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

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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

CTE Standards and Benchmarks

02.01 Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence.

02.02 Identify Maslow's basic human needs.

02.03 Define self-esteem and self-concept.

02.04 Explain how heredity and environment affect the development of personality.

02.05 Identify factors that affect self-concept and achievement.

02.06 State how a positive self-concept builds good relationships with friends, peers, parents, and family members.

02.07 Identify characteristics of individuals with high/low self-esteem.

02.08 Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.

02.09 Analyze personality strengths and weaknesses.

02.10 Identify how values and standards affect character and actions.

02.11 Determine how to make ethical decisions.

03.0 Identify and apply skills needed for positive interpersonal relationships. – The student will be able to:

03.01 Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups.

03.02 Identify appropriate topics of conversation when establishing relationships with acquaintances.

03.03 List forms of verbal and non-verbal communication.

03.04 Practice positive communication skills.

03.05 Demonstrate appropriate manners and etiquette for a variety of social situations.

04.0 Identify positive coping skills for adjusting to stress and conflict. – The student will be able to:

04.01 Identify positive and negative stress.

04.02 Identify changes that affect families.

04.03 Describe ways of coping with personal and family stress and crises.

04.04 Recognize signs of peer pressure and bullying.

CTE Standards and Benchmarks

04.05 Demonstrate refusal skills.

04.06 Identify causes of conflict.

04.07 List the steps in the conflict resolution process.

04.08 Compare ways of dealing with and preventing conflict with friends and family members.

05.0 Identify relationships that influence personality development. – The student will be able to:

05.01 Identify types of relationships.

05.02 Describe qualities of a friend.

05.03 Define reasons for dating.

05.04 Recognize healthy and unhealthy relationships.

05.05 List the functions of families.

05.06 List types of family structures.

05.07 Describe the family life cycle.

05.08 Identify ways to blend work and family.

05.09 Discuss the benefits and challenges of current technology and the impact on the family.

05.10 Identify factors in caring for children and the elderly.

05.11 Discuss the joys and challenges of being a parent.

06.0 Assess the importance of good health and wellness. – The student will be able to:

06.01 Describe wellness.

06.02 Explain the importance of good nutrition.

06.03 Classify foods according to the Food Guide Pyramid.

06.04 List the essential nutrients and describe their functions and sources.

06.05 List good health practices that contribute to looking your best.

CTE Standards and Benchmarks

06.06 Identify the health risks associated with the use of alcohol, tobacco, and other drugs.

06.07 List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs.

06.08 Develop an exercise and nutrition plan that incorporates the components of wellness.

06.09 Identify careers related to health and wellness.

07.0 Develop a plan for managing your resources. – The student will be able to:

07.01 Define needs and wants.

07.02 Identify major and minor decisions and the factors that affect decisions.

07.03 Identify the steps of the decision-making process.

07.04 Develop a self-improvement plan using the decision-making process to set goals and priorities.

07.05 Apply the decision-making process to personal, social, and family activities.

07.06 Identify factors that affect consumer choices.

07.07 Identify ways to manage your resources for personal needs and wants.

07.08 Develop a spending and savings plan for your money.

07.09 Discuss reasons for working.

07.10 Explain the relationship between income and lifestyle.

07.11 Identify the personal skills needed for employment.

07.12 Discuss careers related to resource management.

Additional Information

Laboratory Activities

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

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)

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

Accommodations

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

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

**Florida Department of Education
Curriculum Framework**

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

Secondary – Middle School

Program Number	8500430
CIP Number	09209921CE
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

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

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

Course Structure

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

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

The following table illustrates the course structure:

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

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 program, the student will be able to perform the following:

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

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

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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

CTE Standards and Benchmarks

02.02 Identify Maslow's basic human needs.

02.03 Define self-esteem and self-concept.

02.04 Explain how heredity and environment affect the development of personality.

02.05 Identify factors that affect self-concept and achievement.

02.06 State how a positive self-concept builds good relationships with friends, peers, parents, and family members.

02.07 Identify characteristics of individuals with high/low self-esteem.

02.08 Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.

02.09 Analyze personality strengths and weaknesses.

02.10 Identify how values and standards affect character and actions.

02.11 Determine how to make ethical decisions.

03.0 Identify and apply skills needed for positive interpersonal relationships. – The student will be able to:

03.01 Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups.

03.02 Identify appropriate topics of conversation when establishing relationships with acquaintances.

03.03 List forms of verbal and non-verbal communication.

03.04 Practice positive communication skills.

03.05 Demonstrate appropriate manners and etiquette for a variety of social situations.

04.0 Identify positive coping skills for adjusting to stress and conflict. – The student will be able to:

04.01 Identify positive and negative stress.

04.02 Identify changes that affect families.

04.03 Describe ways of coping with personal and family stress and crises.

04.04 Recognize signs of peer pressure and bullying.

04.05 Demonstrate refusal skills.

04.06 Identify causes of conflict.

CTE Standards and Benchmarks

04.07 List the steps in the conflict resolution process.

04.08 Compare ways of dealing with and preventing conflict with friends and family members.

05.0 Identify relationships that influence personality development. – The student will be able to:

05.01 Identify types of relationships.

05.02 Describe qualities of a friend

05.03 Recognize healthy and unhealthy relationships.

05.04 List the functions of families.

05.05 List types of family structures.

05.06 Describe the family life cycle.

05.07 Identify ways to blend work and family.

05.08 Discuss the benefits and challenges of current technology and the impact on the family.

05.09 Identify factors in caring for children and the elderly.

05.10 Discuss the joys and challenges of being a parent.

05.11 Discuss the joys and challenges of being a parent

06.0 Assess the importance of good health and wellness. – The student will be able to:

06.01 Describe wellness.

06.02 Explain the importance of good nutrition.

06.03 Classify foods according to the Food Guide Pyramid.

06.04 List the essential nutrients and describe their functions and sources.

06.05 List good health practices that contribute to looking your best.

06.06 Identify the health risks associated with the use of alcohol, tobacco, and other drugs.

06.07 List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs.

06.08 Develop an exercise and nutrition plan that incorporates the components of wellness.

CTE Standards and Benchmarks

06.09 Identify careers related to health and wellness.

07.0 Develop a plan for managing your resources. – The student will be able to:

07.01 Define needs and wants.

07.02 Identify major and minor decisions and the factors that affect decisions.

07.03 Identify the steps of the decision-making process.

07.04 Develop a self-improvement plan using the decision-making process to set goals and priorities.

07.05 Apply the decision-making process to personal, social, and family activities.

07.06 Identify factors that affect consumer choices.

07.07 Identify ways to manage your resources for personal needs and wants.

07.08 Develop a spending and savings plan for your money.

07.09 Discuss reasons for working.

07.10 Explain the relationship between income and lifestyle.

07.11 Identify the personal skills needed for employment.

07.12 Discuss careers related to resource management.

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

The student will be able to:

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

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

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

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

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

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

CTE Standards and Benchmarks

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

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

Additional Information

Laboratory Activities

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

Special Notes

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

Career and Technical Student Organization (CTSO)

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

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

Secondary – Middle School

Program Number	8960300
CIP Number	148960300M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

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

Course Structure

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

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

The following table illustrates the course structure:

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

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 program, the student will be able to perform the following:

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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

CTE Standards and Benchmarks

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

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

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

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

03.02 Create documents to advertise family and community services.

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

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

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

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

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

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

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

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

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

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

05.03 Research and recommend products, plans or services.

05.04 Create advertisement documents for specific audiences.

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

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

06.01 Explore the establishment and history of the FCCLA organization.

06.02 Analyze the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

CTE Standards and Benchmarks

06.04 Evaluate a committee which has an assigned task and report to the class.

06.05 Demonstrate effective communication skills through delivery of a speech or conducting a demonstration.

06.06 Use a computer to assist in the completion of a project.

07.0 Integrate the use of science, mathematics, reading, writing, and communications. – The student will be able to:

07.01 Apply basic mathematics operations to solve problems.

07.02 Prepare written and/or oral materials using correct English grammar.

07.03 Identify the main idea in oral presentations and/or written materials.

07.04 Locates, organizes, and interprets information from a variety of sources.

08.0 Recognize the value of responsibility, good work habits, and planning for career opportunities in agriculture services. – The student will be able to:

08.01 Identify attitudes and habits necessary to achieve career success.

08.02 Describe personality aspects to consider when choosing a career.

08.03 Identify the basic steps in career planning.

08.04 Develop basic career plan.

08.05 Identify and research careers within a specific area of human services

09.0 Identify components of network systems. – The student will be able to:

09.01 Identify attitudes and habits necessary to achieve career success.

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

09.03 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

09.04 Recognize essential database concepts.

09.05 Define and use additional networking and internet services.

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

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

CTE Standards and Benchmarks

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

10.03 Identify security issues related to Internet clients.

Additional Information

Laboratory Activities

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

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)

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

Accommodations

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

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Florida Department of Education
Curriculum Framework

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

Secondary – Middle School

Program Number	8960350
CIP Number	148960350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

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

Course Structure

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

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

The following table illustrates the course structure:

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

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 program, the student will be able to perform the following:

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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

CTE Standards and Benchmarks

02.06 Describe technologies associated in careers within the Counseling and Mental Health Services career pathway.

03.0 Demonstrate an understanding of the Family and Community Services career pathway. – The student will be able to:

03.01 Define and use proper terminology associated with the Family and Community Services career pathway.

03.02 Describe some of the careers available in the Family and Community Services career pathway.

03.03 Identify common characteristics of the careers in the Family and Community Services career pathway.

03.04 Research the history of the Family and Community Services career pathway and describe how the careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Family and Community Services career pathway.

03.06 Describe technologies associated in careers within the Family and Community Services career pathway.

04.0 Demonstrate an understanding of the Personal Care Services career pathway. – The student will be able to:

04.01 Define and use proper terminology associated with the Personal Care Services career pathway.

04.02 Describe some of the careers available in the Personal Care Services career pathway.

04.03 Identify common characteristics of the careers in the Personal Care Services career pathway.

04.04 Research the history of Personal Care Services career have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Personal Care Services career pathway.

04.06 Describe technologies associated in careers within the Personal Care Services career pathway.

05.0 Demonstrate an understanding of the Consumer Services career pathway. – The student will be able to:

05.01 Define and use proper terminology associated with the Consumer Services career pathway.

05.02 Describe some of the careers available in the Consumer Services career pathway.

05.03 Identify common characteristics of the careers in the Consumer Services career pathway.

05.04 Research the history of Consumer Services career have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Consumer Services career pathway.

05.06 Describe technologies associated in careers within the Consumer Services career pathway.

CTE Standards and Benchmarks

06.0 Apply leadership and communication skills. – The student will be able to:

06.01 Discuss the establishment and history of the FCCLA organization.

06.02 Identify the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

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

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

06.06 Use a computer to assist in the completion of a project related to the Human Services career cluster.

07.0 Describe how information technology is used in the Human Services career cluster. – The student will be able to:

07.01 Identify information technology (IT) careers in the Human Services career cluster, including the responsibilities, tasks, and skills they require.

07.02 Relate information technology project management concepts and terms to careers in the Human Services career cluster.

07.03 Manage information technology components typically used in professions of the Human Services career cluster.

07.04 Identify security-related ethical and legal IT issues faced by professionals in the Human Services career cluster.

08.0 Use information technology tools. – The student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Human Services career cluster.

08.02 Use e-mail clients to send simple messages and files to other internet users.

08.03 Demonstrate ways to communicate effectively using internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Human Services career cluster.

Additional Information

Laboratory Activities

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

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)

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

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

Secondary – Middle School	
Program Number	8960360
CIP Number	148960360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

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

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

Course Structure

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

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

The following table illustrates the course structure:

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

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 program, the student will be able to perform the following:

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

Listed below are eight career and education planning course standards:

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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

CTE Standards and Benchmarks

03.0 Demonstrate an understanding of the Family and Community Services career pathway. – The student will be able to:

03.01 Define and use proper terminology associated with the Family and Community Services career pathway.

03.02 Describe some of the careers available in the Family and Community Services career pathway.

03.03 Identify common characteristics of the careers in the Family and Community Services career pathway.

03.04 Research the history of the Family and Community Services career pathway and describe how the careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Family and Community Services career pathway.

03.06 Describe technologies associated in careers within the Family and Community Services career pathway.

04.0 Demonstrate an understanding of the Personal Care Services career pathway. – The student will be able to:

04.01 Define and use proper terminology associated with the Personal Care Services career pathway.

04.02 Describe some of the careers available in the Personal Care Services career pathway.

04.03 Identify common characteristics of the careers in the Personal Care Services career pathway.

04.04 Research the history of Personal Care Services career have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Personal Care Services career pathway.

04.06 Describe technologies associated in careers within the Personal Care Services career pathway.

05.0 Demonstrate an understanding of the Consumer Services career pathway. – The student will be able to:

05.01 Define and use proper terminology associated with the Consumer Services career pathway.

05.02 Describe some of the careers available in the Consumer Services career pathway.

05.03 Identify common characteristics of the careers in the Consumer Services career pathway.

05.04 Research the history of Consumer Services career have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Consumer Services career pathway.

05.06 Describe technologies associated in careers within the Consumer Services career pathway.

06.0 Apply leadership and communication skills. – The student will be able to:

06.01 Discuss the establishment and history of the FCCLA organization.

CTE Standards and Benchmarks

06.02 Identify the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

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

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

06.06 Use a computer to assist in the completion of a project related to the Human Services career cluster.

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07.01 Identify information technology (IT) careers in the Human Services career cluster, including the responsibilities, tasks, and skills they require.

07.02 Relate information technology project management concepts and terms to careers in the Human Services career cluster.

07.03 Manage information technology components typically used in professions of the Human Services career cluster.

07.04 Identify security-related ethical and legal IT issues faced by professionals in the Human Services career cluster.

08.0 Use information technology tools. – The student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Human Services career cluster.

08.02 Use e-mail clients to send simple messages and files to other internet users.

08.03 Demonstrate ways to communicate effectively using internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Human Services career cluster.

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

The student will be able to:

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

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

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

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

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

CTE Standards and Benchmarks

- | | |
|------|--|
| 14.0 | Identify a career cluster and related pathways that match career and education goals. |
| 15.0 | Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals. |
| 16.0 | Demonstrate knowledge of technology and its application in career fields/clusters. |

Additional Information

Laboratory Activities

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

Special Notes

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

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

Accommodations

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

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

**Florida Department of Education
Curriculum Framework**

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

Secondary – Middle School

Course Number	8960370
CIP Number	14896037MS
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the various career clusters. The content includes but is not limited to food preparation and nutrition, fashion and interior design concepts, personal finance, healthy relationships and child care practices. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
8960370	Exploring Family and Consumer Sciences (FACS)	FAM CON SC 1	Semester

Course Number	Course Title	Teacher Certification	Length
		FASH TECH 7 G INT DES 7 G CULINARY 7 G PRESCH ED L	

Florida Standards for English Language Development (ELD)

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

English Language Development (ELD) Standards Special Notes:

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

Standards

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

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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

CTE Standards and Benchmarks

03.07 Select, use, care for and store food preparation equipment.

03.08 Identify and apply food safety and sanitation practices.

03.09 Identify and demonstrate acceptable behaviors for table service and etiquette.

03.10 Specify nutritional needs of the young adult.

04.0 Demonstrate knowledge, skills and practices of early childhood care. – The students will be able to:

04.05 Identify stages of child development and age appropriate activities.

04.06 List the roles and responsibilities of parents and caregivers.

04.07 Identify community resources that benefit children, such as first aid and critical emergency skills.

04.08 Explore toys, books, games, and software of interest to children.

04.09 Demonstrate safe and proper use of toys and equipment, including safe play.

04.10 Compare different forms of guidance (i.e. redirection of behavior) used with children in different situations.

05.0 Apply the decision making process to personal finance choices. – The student will be able to:

05.05 Identify needs versus wants.

05.06 Research and use various consumer information sources to make purchases (i.e. online versus store front).

05.07 Set financial goals, including saving and investing.

05.08 Develop a plan for resource management (i.e., develop a plan for managing a budget)

05.09 Identify ways to keep personal information safe and utilize consumer safety guidelines.

06.0 Demonstrate an understanding of fashion and sewing concepts. – The student will be able to:

06.05 Determine values/needs/wants related to wardrobe and grooming.

06.06 Recognize factors that influence clothing purchases.

06.07 Identify sewing tools and techniques.

06.08 Use tools and materials to create a personalized individual and/or group project.

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

CTE Standards and Benchmarks

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

07.06 Identify elements and principles of design.

07.07 Demonstrate ways to create a comfortable living space.

Additional Information

Laboratory Activities

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

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)

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

Accommodations

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

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

Florida Department of Education
Curriculum Framework

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

Secondary – Middle School

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

Purpose

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

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

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

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

Course Structure

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

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

The following table illustrates the course structure:

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

Florida Standards for English Language Development (ELD)

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

English Language Development (ELD) Standards Special Notes:

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

Standards

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

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

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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

CTE Standards and Benchmarks

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CTE Standards and Benchmarks

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CTE Standards and Benchmarks

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CTE Standards and Benchmarks

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CTE Standards and Benchmarks

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17.01 Identify the pathways in Engineering and Technology Education.

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

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

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.