

**Course Number:** 0500000  
**Course Title:** M/J Personal, Career, and School Development Skills 1  
**Course Path:** Section: [Grades PreK to 12 Education Courses](#) » Grade Group: [Grades 6 to 8 Education Courses](#) » Subject: Exploratory and Experiential Education » SubSubject: Experiential »  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** M/J PERS CAR SCH 1  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special note:** This course may be used for dropout prevention.

## **RELATED BENCHMARKS**

### **Reading Informational Text**

#### **LACC.6.RI.3 Integration of Knowledge and Ideas**

LACC.6.RI.3.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LACC.6.RI.3.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Writing**

#### **LACC.6.W.1 Text Types and Purposes**

LACC.6.W.1.1a Introduce claim(s) and organize the reasons and evidence clearly.

LACC.6.W.1.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

#### **LACC.6.W.2 Production and Distribution of Writing**

LACC.6.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### **LACC.6.W.3 Research to Build and Present Knowledge**

LACC.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

#### **LACC.6.L.1 Conventions of Standard English**

LACC.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **LACC.6.L.2 Knowledge of Language**

LACC.6.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Reading in Science and Technical Subjects**

### **LACC.68.RST.3 Integration of Knowledge and Ideas:**

LACC.68.RST.3.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

## **Writing in History/Social Studies, Science and Technical Subjects**

### **LACC.68.WHST.2 Production and Distribution of Writing**

LACC.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **MACC.K12.MP Mathematical Practices**

MACC.K12.MP.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6 Attend to precision.

HE.6.B.2.3 Demonstrate effective conflict management and/or resolution strategies.

HE.6.B.3.2 Investigate circumstances that can help or hinder healthy decision-making.

HE.6.B.3.3 Discriminate between the need for individual or collaborative decision-making.

HE.6.B.3.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

HE.6.C.1.1 Identify the effects of healthy and unhealthy behaviors on personal health.

HE.6.C.1.3 Identify environmental factors that affect personal health.

HE.6.C.2.1 Examine how family influences the health of adolescents.

HE.6.C.2.2 Compare how peers influence the health of adolescents.

- HE.6.P.1.2 Demonstrate healthy practices and behaviors that will maintain or improve personal health.
- PE.6.R.1.1 Recognize that peer pressure can be both positive and negative.
- PE.6.R.2.1 Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

**Course Number:** 0600080  
**Course Title:** Florida's Pre-IB Mid Yrs Prog M/J Exploratory Wheel 3  
**Course Section:** Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Exploratory and Experiential Education » SubSubject: Exploratory »  
**Abbreviated Title:** FL PRE-IB M/J EXPWH3  
**Course Length:** Semester  
**Course Status:** SBE approved

**General Notes:**

The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards (Common Core) taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**Special Notes:**

Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

*Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed*

*independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.* Source: What is meant by “the pre-IB”? <http://www.ibo.org/myp/curriculum/group6/> Published: 12/06/2010; Updated: 05/23/2011

**Course Requirements:** After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

**Course Number:** 0600070  
**Course Title:** Florida's Pre-IB Mid Yrs Prog M/J Exploratory Wheel 2  
**Course Section:** Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Exploratory and Experiential Education » SubSubject: Exploratory »  
**Abbreviated Title:** FL PRE-IB M/J EXPWH2  
**Course Length:** Semester  
**Course Status:** SBE approved

**General Notes:**

The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards (Common Core) taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**Special Notes:**

Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

*Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed*

*independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.* Source: What is meant by “the pre-IB”?

<http://www.ibo.org/myp/curriculum/group6/> Published: 12/06/2010; Updated: 05/23/2011

**Course Requirements:** After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.



**Course Number:** 0600060  
**Course Title:** Florida's Pre-IB Mid Yrs Prog M/J Exploratory Wheel 1  
**Course Section:** Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Exploratory and Experiential Education » SubSubject: Exploratory »  
**Abbreviated Title:** FL PRE-IB M/J EXPWH1  
**Course Length:** Semester  
**Course Status:** SBE approved

**General Notes:**

The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards (Common Core) taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

**Special Notes:**

Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

*Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls "pre-IB" as long as it makes it clear that the course and any supporting material have been developed*

*independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”.* Source: What is meant by “the pre-IB”? <http://www.ibo.org/myp/curriculum/group6/> Published: 12/06/2010; Updated: 05/23/2011

**Course Requirements:** After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

**Course Number:** 0600050  
**Course Title:** M/J Exploratory Wheel 6  
**Course Section:** Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Exploratory and Experiential Education » SubSubject: Exploratory »  
**Abbreviated Title:** EXPLOR WHEEL 6  
**Course Length:** Semester  
**Course Status:** SBE approved

**General Notes:** The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

**Special Note:** Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

**Course Requirements:** After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

**Course Number:** 0600040  
**Course Title:** M/J Exploratory Wheel 5  
**Course Section:** Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Exploratory and Experiential Education » SubSubject: Exploratory »  
**Abbreviated Title:** EXPLOR WHEEL 5  
**Course Length:** Semester  
**Course Status:** SBE approved

**General Notes:** The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

**Special Note:** Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

**Course Requirements:** After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

**Course Number:** 0600030  
**Course Title:** M/J Exploratory Wheel 4  
**Course Section:** Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Exploratory and Experiential Education » SubSubject: Exploratory »  
**Abbreviated Title:** EXPLOR WHEEL 4  
**Course Length:** Semester  
**Course Status:** SBE approved

**General Notes:** The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

**Special Note:** Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

**Course Requirements:** After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

**Course Number:** 0600020  
**Course Title:** M/J Exploratory Wheel 3  
**Course Section:** Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Exploratory and Experiential Education » SubSubject: Exploratory »  
**Abbreviated Title:** EXPLOR WHEEL 3  
**Course Length:** Semester  
**Course Status:** SBE approved

**General Notes:** The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

**Special Note:** Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

**Course Requirements:** After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

**Course Number:** 0600010  
**Course Title:** M/J Exploratory Wheel 2 with Career Planning  
**Course Section:** Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Exploratory and Experiential Education » SubSubject: Exploratory »  
**Abbreviated Title:** EXPLOR WHEEL 2 C/P  
**Course Length:** Semester  
**Course Status:** SBE approved

**General Notes:** The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

**Special Note:** Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

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

**Course Requirements:** After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.

7. Describe community resources related to the subject area.

**Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.**

**Understanding the Workplace**

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

**Self- Awareness**

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

**Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

**Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

**Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.



## **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

## **Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

**Course Number:** 0600000  
**Course Title:** M/J Exploratory Wheel 1  
**Course Section:** Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Exploratory and Experiential Education » SubSubject: Exploratory »  
**Abbreviated Title:** EXPLOR WHEEL 1  
**Course Length:** Semester  
**Course Status:** SBE approved

**General Notes:** The purpose of this course is to provide opportunities for improvement in student self-development through the study of specific subject areas. The content should include, but not be limited to the following:

- exploration of basic principles, concepts, processes, and knowledge of subject areas to which the student is exposed
- specific content based on selected intended outcomes from existing courses

**Special Note:** Course Descriptions are identical for all Exploratory Wheel courses.

Districts are responsible for the creation of wheel courses tailored with regard to their student population; courses may be combined as desired to compose the exploratory wheel. Regardless of the length of the wheel, requirements 1-4 must be addressed along with the selected requirements from the subject area. Subject area requirements must contain only Next Generation Sunshine State Standard and Common Core State Standard benchmarks as appropriate. If the wheel is at least 18 weeks in length, all requirements of this framework must be addressed along with the selected requirements from the subject areas included.

**Course Requirements:** After successfully completing this course, the student will:

1. Demonstrate competencies and skills from the subject area.
2. List career or further study opportunities in the subject area.
3. Demonstrate problem-solving skills related to, or use techniques in the subject area.
4. Locate and use data related to the subject area.
5. Exercise creativity related to the subject area.
6. Communicate personal reactions to the subject area.
7. Describe community resources related to the subject area.

**Course Number:** 0500022  
**Course Title:** M/J Personal, Career, School Development Skills 3 & Career Planning  
**Course Path:** Section: [Grades PreK to 12 Education Courses](#) » Grade Group: [Grades 6 to 8 Education Courses](#) » Subject: Exploratory and Experiential Education » SubSubject: Experiential »  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** M/J PER/CAR/SCH3 C/P  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special notes:**

This course may be used for dropout prevention.

This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan. (Section 1003.4156, Florida Statutes).

## **RELATED BENCHMARKS**

### **Reading Informational Text**

#### **LACC.8.RI.3 Integration of Knowledge and Ideas**

LACC.8.RI.3.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

LACC.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

### **Writing**

#### **LACC.8.W.1 Text Types and Purposes**

LACC.8.W.1.1a Introduce claim(s), acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.8.W.1.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

#### **LACC.8.W.2 Production and Distribution of Writing**

LACC.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

#### **LACC.8.W.3 Research to Build and Present Knowledge**

LACC.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

#### **LACC.8.L.1 Conventions of Standard English**

LACC.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LACC.8.L.2 Knowledge of Language**

LACC.8.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Reading in Science and Technical Subjects**

**LACC.68.RST.3 Integration of Knowledge and Ideas:**

LACC.68.RST.3.6 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**Writing in History/Social Studies, Science and Technical Subjects**

**LACC.68.WHST.2 Production and Distribution of Writing**

LACC.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**MACC.K12.MP Mathematical Practices**

MACC.K12.MP.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6 Attend to precision.

HE.8.B.2.1 Illustrate skills necessary for effective communication with family, peers, and others to enhance health.

HE.8.B.2.2 Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

HE.8.B.2.3 Examine the possible causes of conflict among youth in schools and communities.

HE.8.B.3.2 Explain circumstances that can help or hinder healthy decision-making.

HE.8.B.3.3 Distinguish when individual or collaborative decision-making is appropriate.

HE.8.B.3.6 Adopt healthy alternatives over unhealthy alternatives when making a decision.

- HE.8.C.1.1 Analyze the relationship between healthy behaviors and personal health.
- HE.8.C.1.3 Predict how environmental factors affect personal health.
- HE.8.C.2.1 Assess the role of family health beliefs on the health of adolescents.
- HE.8.C.2.2 Assess how the health beliefs of peers may influence adolescent health.
- HE.8.C.2.7 Describe the consequences of following the influences of family, peers, and culture related to adolescent health behaviors.
- HE.8.P.1.2 Generate healthy practices and behaviors that will maintain or improve personal health.
- PE.8.R.1.1 Act independently of peer pressure both in and out of school.
- PE.8.R.2.1 Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Listed Below are the competencies that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.

- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.



**Course Number:** 0500020  
**Course Title:** M/J Personal, Career, School Development Skills 3  
**Course Path:** Section: [Grades PreK to 12 Education Courses](#) » Grade Group: [Grades 6 to 8 Education Courses](#) » Subject: Exploratory and Experiential Education » SubSubject: Experiential »  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** M/J PER CAR SCH 3  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special notes:**

This course may be used for dropout prevention.

## **RELATED BENCHMARKS**

### **Reading Informational Text**

#### **LACC.8.RI.3 Integration of Knowledge and Ideas**

LACC.8.RI.3.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

LACC.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

### **Writing**

#### **LACC.8.W.1 Text Types and Purposes**

LACC.8.W.1.1a Introduce claim(s), acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.8.W.1.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

#### **LACC.8.W.2 Production and Distribution of Writing**

LACC.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

#### **LACC.8.W.3 Research to Build and Present Knowledge**

LACC.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

#### **LACC.8.L.1 Conventions of Standard English**

LACC.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **LACC.8.L.2 Knowledge of Language**

LACC.8.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### **Reading in Science and Technical Subjects**

**LACC.68.RST.3 Integration of Knowledge and Ideas:**

LACC.68.RST.3.6 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

### **Writing in History/Social Studies, Science and Technical Subjects**

#### **LACC.68.WHST.2 Production and Distribution of Writing**

LACC.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### **MACC.K12.MP Mathematical Practices**

MACC.K12.MP.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6 Attend to precision.

HE.8.B.2.1 Illustrate skills necessary for effective communication with family, peers, and others to enhance health.

HE.8.B.2.2 Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

HE.8.B.2.3 Examine the possible causes of conflict among youth in schools and communities.

HE.8.B.3.2 Explain circumstances that can help or hinder healthy decision-making.

HE.8.B.3.3 Distinguish when individual or collaborative decision-making is appropriate.

HE.8.B.3.6 Adopt healthy alternatives over unhealthy alternatives when making a decision.

HE.8.C.1.1 Analyze the relationship between healthy behaviors and personal health.

HE.8.C.1.3 Predict how environmental factors affect personal health.

HE.8.C.2.1 Assess the role of family health beliefs on the health of adolescents.

- HE.8.C.2.2 Assess how the health beliefs of peers may influence adolescent health.
- HE.8.C.2.7 Describe the consequences of following the influences of family, peers, and culture related to adolescent health behaviors.
- HE.8.P.1.2 Generate healthy practices and behaviors that will maintain or improve personal health.
- PE.8.R.1.1 Act independently of peer pressure both in and out of school.
- PE.8.R.2.1 Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

**Course Number:** 0500012  
**Course Title:** M/J Personal, Career, School Development Skills 2 & Career Planning  
**Course Path:** Section: [Grades PreK to 12 Education Courses](#) » Grade Group: [Grades 6 to 8 Education Courses](#) » Subject: Exploratory and Experiential Education » SubSubject: Experiential »  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** M/J PER/CAR/SCH2 C/P  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special notes:**

This course may be used for dropout prevention.

This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan. (Section 1003.4156, Florida Statutes).

## **RELATED BENCHMARKS**

### **Reading Informational Text**

#### **LACC.7.RI.3 Integration of Knowledge and Ideas**

LACC.7.RI.3.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

LACC.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

### **Writing**

#### **LACC.7.W.1 Text Types and Purposes**

LACC.7.W.1.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

LACC.7.W.1.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

#### **LACC.7.W.2 Production and Distribution of Writing**

LACC.7.W.2.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### **LACC.7.W.3 Research to Build and Present Knowledge**

LACC.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

#### **LACC.7.L.1 Conventions of Standard English**

LACC.7.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LACC.7.L.2 Knowledge of Language**

LACC.7.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Reading in Science and Technical Subjects**

**LACC.68.RST.3 Integration of Knowledge and Ideas:**

LACC.68.RST.3.6 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**Writing in History/Social Studies, Science and Technical Subjects**

**LACC.68.WHST.2 Production and Distribution of Writing**

LACC.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**MACC.K12.MP Mathematical Practices**

MACC.K12.MP.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6 Attend to precision.

HE.7.B.2.3 Articulate the possible causes of conflict among youth in schools and communities.

HE.7.B.3.2 Compare circumstances that can help or hinder healthy decision-making.

HE.7.B.3.3 Determine when individual or collaborative decision-making is appropriate.

HE.7.B.3.6 Select healthy alternatives over unhealthy alternatives when making a decision.

HE.7.C.1.1 Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.

- HE.7.C.1.3 Analyze how environmental factors affect personal health.
- HE.7.C.2.1 Examine how family health behaviors influence the health of adolescents.
- HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents.
- HE.7.P.1.2 Analyze healthy practices and behaviors that will maintain or improve personal health.
- PE.7.R.1.1 Identify situations in which peer pressure could negatively impact one's own behavior choices..
- PE.7.R.2.1 Select an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Listed Below are the competencies that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.



9.0 Identify strengths and areas in which assistance is needed at school.

10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

11.0 Demonstrate the ability to locate, understand, and use career information.

12.0 Use the Internet to access career and education planning information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

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

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

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

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

**Course Number:** 0500010  
**Course Title:** M/J Personal, Career, School Development Skills 2  
**Course Path:** Section: [Grades PreK to 12 Education Courses](#) » Grade Group: [Grades 6 to 8 Education Courses](#) » Subject: Exploratory and Experiential Education » SubSubject: Experiential »  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** M/J PERS CAR SCH 2  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special note:** This course may be used for dropout prevention.

## **RELATED BENCHMARKS**

### **Reading Informational Text**

#### **LACC.7.RI.3 Integration of Knowledge and Ideas**

LACC.7.RI.3.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

LACC.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

### **Writing**

#### **LACC.7.W.1 Text Types and Purposes**

LACC.7.W.1.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

LACC.7.W.1.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

#### **LACC.7.W.2 Production and Distribution of Writing**

LACC.7.W.2.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

#### **LACC.7.W.3 Research to Build and Present Knowledge**

LACC.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

#### **LACC.7.L.1 Conventions of Standard English**

LACC.7.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **LACC.7.L.2 Knowledge of Language**

LACC.7.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Reading in Science and Technical Subjects**

### **LACC.68.RST.3 Integration of Knowledge and Ideas:**

LACC.68.RST.3.6 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

## **Writing in History/Social Studies, Science and Technical Subjects**

### **LACC.68.WHST.2 Production and Distribution of Writing**

LACC.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **MACC.K12.MP Mathematical Practices**

MACC.K12.MP.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6 Attend to precision.

HE.7.B.2.3 Articulate the possible causes of conflict among youth in schools and communities.

HE.7.B.3.2 Compare circumstances that can help or hinder healthy decision-making.

HE.7.B.3.3 Determine when individual or collaborative decision-making is appropriate.

HE.7.B.3.6 Select healthy alternatives over unhealthy alternatives when making a decision.

HE.7.C.1.1 Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.

HE.7.C.1.3 Analyze how environmental factors affect personal health.

HE.7.C.2.1 Examine how family health behaviors influence the health of adolescents.

- HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents.
- HE.7.P.1.2 Analyze healthy practices and behaviors that will maintain or improve personal health.
- PE.7.R.1.1 Identify situations in which peer pressure could negatively impact one's own behavior choices..
- PE.7.R.2.1 Select an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

**Course Number:** 0500002  
**Course Title:** M/J Personal, Career, School Development Skills 1 & Career Planning  
**Course Path:** Section: [Grades PreK to 12 Education Courses](#) » Grade Group: [Grades 6 to 8 Education Courses](#) » Subject: Exploratory and Experiential Education » SubSubject: Experiential »  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** M/J PER CAR SCH C/P  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of middle school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special notes:**

This course may be used for dropout prevention.

This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan. (Section 1003.4156, Florida Statutes).

## **RELATED BENCHMARKS**

### **Reading Informational Text**

#### **LACC.6.RI.3 Integration of Knowledge and Ideas**

LACC.6.RI.3.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LACC.6.RI.3.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Writing**

#### **LACC.6.W.1 Text Types and Purposes**

LACC.6.W.1.1a Introduce claim(s) and organize the reasons and evidence clearly.

LACC.6.W.1.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

#### **LACC.6.W.2 Production and Distribution of Writing**

LACC.6.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### **LACC.6.W.3 Research to Build and Present Knowledge**

LACC.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

#### **LACC.6.L.1 Conventions of Standard English**

LACC.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **LACC.6.L.2 Knowledge of Language**

LACC.6.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.



## **Reading in Science and Technical Subjects**

### **LACC.68.RST.3 Integration of Knowledge and Ideas:**

LACC.68.RST.3.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

## **Writing in History/Social Studies, Science and Technical Subjects**

### **LACC.68.WHST.2 Production and Distribution of Writing**

LACC.68.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **MACC.K12.MP Mathematical Practices**

MACC.K12.MP.1 Make sense of problems and persevere in solving them.

MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.6 Attend to precision.

HE.6.B.2.3 Demonstrate effective conflict management and/or resolution strategies.

HE.6.B.3.2 Investigate circumstances that can help or hinder healthy decision-making.

HE.6.B.3.3 Discriminate between the need for individual or collaborative decision-making.

HE.6.B.3.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

HE.6.C.1.1 Identify the effects of healthy and unhealthy behaviors on personal health.

HE.6.C.1.3 Identify environmental factors that affect personal health.

HE.6.C.2.1 Examine how family influences the health of adolescents.

- HE.6.C.2.2 Compare how peers influence the health of adolescents.
- HE.6.P.1.2 Demonstrate healthy practices and behaviors that will maintain or improve personal health.
- PE.6.R.1.1 Recognize that peer pressure can be both positive and negative.
- PE.6.R.2.1 Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Listed Below are the competencies that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

11.0 Demonstrate the ability to locate, understand, and use career information.

12.0 Use the Internet to access career and education planning information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

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

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

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

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

**Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

**Course Number:** 0500530  
**Course Title:** Personal, Career, and School Development Skills 4  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** PERS, CAR, SCH DEV 4  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special note:** This course may be used for dropout prevention.

## **RELATED BENCHMARKS**

### **Writing**

#### **LACC.1112.W.1 Text Types and Purposes:**

LACC.1112.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.1112.W.1b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LACC.1112.W.1.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.1112.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **LACC.1112.W.2 Production and Distribution of Writing:**

LACC.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.W.2.6: Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

#### **LACC.1112.W.3 Research to Build and Present Knowledge:**

LACC.1112.W.3.8: Gather relevant information from multiple print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LACC.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**LACC.1112.W.4 Range of Writing:**

LACC.1112.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Language****LACC.1112.L.1 Conventions of Standard English:**

LACC.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Reading History****LACC.1112.RH.3 Integration of Knowledge and Ideas:**

LACC.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LACC.1112.RH.3.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**Writing History****LACC.1112.WHST.2 Production and Distribution of Writing:**

LACC.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Writing History****LACC.1112.WHST.3 Research to Build and Present Knowledge:**

LACC.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

- LA.1112.2.2.1: The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);
- LA.1112.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details;
- LA.1112.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining)
- LA.1112.5.2.5: The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.



**Course Number:** 0500520  
**Course Title:** Personal, Career, and School Development Skills 3  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** PERS, CAR, SCH DEV 3  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special note:** This course may be used for dropout prevention.

## **RELATED BENCHMARKS**

### **Reading Informational Text**

#### **LACC.1112.RI.1 Key Ideas and Details:**

LACC.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### **LACC.1112.RI.2 Craft and Structure:**

LACC.1112.RI.2.6: Assess how point of view or purpose shapes the content and style of a text.

#### **LACC.1112.RI.3 Integration of Knowledge and Ideas:**

LACC.1112.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LACC.1112.RI.3.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### **LACC.1112.RI.4 Range of Reading and Level of Text Complexity:**

LACC.1112.RI.4.10: Read and comprehend complex literary and informational texts independently and proficiently.

### **Writing**

#### **LACC.1112.W.1 Text Types and Purposes:**

LACC.1112.W.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### **LACC.1112.W.2 Production and Distribution of Writing:**

LACC.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.1112.W.2.6: Use technology, including the Internet, to produce, publish and update individual or share writing products in response to ongoing feedback, including new arguments or information.

**LACC.1112.W.3 Research to Build and Present Knowledge:**

LACC.1112.W.3.8: Gather relevant information from multiple print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LACC.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Language**

**LACC.1112.L.1 Conventions of Standard English:**

LACC.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

HE.912.C.1: Predict how healthy behaviors can affect health status.

HE.912.C.3: Evaluate how environment and personal health are interrelated.

HE.912.C.4: Analyze how heredity and family history can impact personal health.

HE.912.C.2.2: Compare how peers influence healthy and unhealthy behaviors.

HE.912.C.2.3: Assess how the school and community can affect personal health practice and behaviors.

HE.912.P.1.2: Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.

PE.912.C.1.10: Analyze long-term benefits of participating in regular physical activity.

PE.912.C.1.20: Know various ways in which physical conflict can be resolved appropriately.

PE.912.L.1.3: Participate in a variety of activities that promote effective stress management.

PE.912.L.1.4: Utilize the in-school and community opportunities for participation in a variety of physical activities.

PE.912.L.1.5: Participate regularly in health-enhancing activities outside the physical education class setting.

PE.912.L.2.4: Apply the principles of training and conditioning in accordance with personal goals.

PE.912.M.1.5: Apply strategies for self improvement based on individual strengths and needs.

PE.912.R.1.1: Act independently of peer pressure both in and out of school.

PE.912.R.2.1: Select and participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

PE.912.R.2.2: Discuss physical activities from which benefits can be derived.

SS.912.C.2.10: Monitor current public issues in Florida.

SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

**Course Number:** 0500510  
**Course Title:** Personal, Career, and School Development Skills 2  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** PERS, CAR, SCH DEV 2  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- refining understandings in areas such as knowledge of self and others
- development of positive attitudes
- relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special note:** This course may be used for dropout prevention.

## **RELATED BENCHMARKS**

### **Reading Informational Text**

#### **LACC.910.RI.3 Integration of Knowledge and Ideas:**

LACC.910.RI.3.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LACC.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### **Writing**

#### **LACC.910.W.1 Text Types and Purposes:**

LACC.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LACC.910.W.1.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

#### **LACC.910.W.2 Production and Distribution of Writing:**

LACC.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### **LACC.910.W.3 Research to Build and Present Knowledge:**

LACC.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

#### **LACC.910.L.1 Conventions of Standard English:**

LACC.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **Reading in Science and Technical Subjects**

#### **LACC.910.RST.3 Integration of Knowledge and Ideas:**

LACC.910.RST.3.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and

translate information expressed visually or mathematically (e.g., in an equation) into words.

### **Writing History**

#### **LACC.910.WHST.2 Production and Distribution of Writing:**

LACC.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

HE.912.C.1: Predict how healthy behaviors can affect health status.

HE.912.C.3: Evaluate how environment and personal health are interrelated.

HE.912.C.4: Analyze how heredity and family history can impact personal health.

HE.912.C.2.2: Compare how peers influence healthy and unhealthy behaviors.

HE.912.C.2.3: Assess how the school and community can affect personal health practice and behaviors.

HE.912.P.1.2: Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.

PE.912.C.1.10: Analyze long-term benefits of participating in regular physical activity.

PE.912.C.1.20: Know various ways in which physical conflict can be resolved appropriately.

PE.912.L.1.3: Participate in a variety of activities that promote effective stress management.

PE.912.L.1.4: Utilize the in-school and community opportunities for participation in a variety of physical activities.

PE.912.L.1.5: Participate regularly in health-enhancing activities outside the physical education class setting.

PE.912.L.2.1: Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

PE.912.M.1.5: Apply strategies for self improvement based on individual strengths and needs.

PE.912.R.1.1: Act independently of peer pressure both in and out of school.

PE.912.R.2.2: Discuss physical activities from which benefits can be derived.

SS.912.C.2.10: Monitor current public issues in Florida.

SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.



**Course Number:** 0500500  
**Course Title:** Personal, Career, and School Development Skills 1  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** PERS, CAR, SCH DEV 1  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

The content should include, but not be limited to, the following:

- knowledge of self and others
- development of positive attitudes
- family relationships
- peer pressure
- individual responsibility
- goal setting
- time management
- decision making
- problem solving
- leadership skills
- life management skills
- employability skills
- career planning

**Special note.** This course may be used for dropout prevention.

## **RELATED BENCHMARKS**

### **Reading Informational Text**

#### **LACC.910.RI.3 Integration of Knowledge and Ideas:**

LACC.910.RI.3.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LACC.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### **Writing**

#### **LACC.910.W.1 Text Types and Purposes:**

LACC.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LACC.910.W.1.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

#### **LACC.910.W.2 Production and Distribution of Writing:**

LACC.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### **LACC.910.W.3 Research to Build and Present Knowledge:**

LACC.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

#### **LACC.910.L.1 Conventions of Standard English:**

LACC.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **Reading in Science and Technical Subjects**

#### **LACC.910.RST.3 Integration of Knowledge and Ideas:**

LACC.910.RST.3.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and

translate information expressed visually or mathematically (e.g., in an equation) into words.

### **Writing History**

#### **LACC.910.WHST.2 Production and Distribution of Writing:**

LACC.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

HE.912.C.1: Predict how healthy behaviors can affect health status.

HE.912.C.3: Evaluate how environment and personal health are interrelated.

HE.912.C.4: Analyze how heredity and family history can impact personal health.

HE.912.C.2.2: Compare how peers influence healthy and unhealthy behaviors.

HE.912.P.1.2: Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.

PE.912.C.1.10: Analyze long-term benefits of participating in regular physical activity.

PE.912.C.1.20: Know various ways in which physical conflict can be resolved appropriately.

PE.912.L.1.3: Participate in a variety of activities that promote effective stress management.

PE.912.L.1.5: Participate regularly in health-enhancing activities outside the physical education class setting.

PE.912.L.2.1: Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

PE.912.L.2.4: Apply the principles of training and conditioning in accordance with personal goals.

PE.912.M.1.5: Apply strategies for self improvement based on individual strengths and needs.

PE.912.R.1.1: Act independently of peer pressure both in and out of school.

PE.912.R.2.1: Select and participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

PE.912.R.2.2: Discuss physical activities from which benefits can be derived.

SS.912.C.2.10: Monitor current public issues in Florida.

**Course Number:** 0500370  
**Course Title:** Voluntary Public Service  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** VOL PUB SERV  
**Course Credit:** 0.5  
**Course Length:** Semester  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others. The content should include, but not be limited to, the following:

- identification of school community based needs
- organized response to identified needs
- the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available
- methods that require students to identify, organize, and use resources appropriately
- interpersonal relationships and improved personal growth
- the ability to acquire and use information
- an understanding of social, organizational, and technological systems
- acquiring skills to work with a variety of tools and equipment.
- improve personal qualities and higher-order thinking skills.
- development and implementation of a personal plan for involvement in school or community service

### **RELATED BENCHMARKS:**

#### **LACC.910.RI.2 Craft and Structure:**

LACC.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### **LACC.1112.RI.3 Integration of Knowledge and Ideas:**

LACC.1112.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LACC.910.RI.3.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LACC.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.

## **Writing**

### **LACC.910.W.1 Text Types and Purposes:**

LACC.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.910.W.1.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence.

### **LACC.910.W.2 Production and Distribution of Writing:**

LACC.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.2.6: Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **LACC.910.W.3 Research to Build and Present Knowledge:**

LACC.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.910.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LACC.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Writing History**

### **Text Types and Purposes:**

LACC.910.WHST.1.1b: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate

form and in a manner that anticipates the audience's knowledge level and concerns.

### **Reading in Science and Technology**

#### **LACC.910.RST.3 Integration of Knowledge and Ideas:**

LACC.910.RST.3.9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

HE.912.B.3.5: Appraise the potential short-term and long-term outcomes of each alternative on self and others.

HE.912.B.3.6: Employ the healthiest choice when considering all factors in making a decision.

LA.910.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

LA.910.4.2.2: The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;

LA.910.5.2.2: The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

LA.1112.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining)

LA.1112.5.2.5: The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.

PE.912.L.1.3: Participate in a variety of activities that promote effective stress management.

PE.912.L.1.5: Participate regularly in health-enhancing activities outside the physical education class setting.

PE.912.R.1.1: Act independently of peer pressure both in and out of school.

PE.912.R.2.1: Select and participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

PE.912.R.2.2: Discuss physical activities from which benefits can be derived.

SS.912.C.2.5: Conduct a service project to further the public good.



**Course Number:** 0500330  
**Course Title:** Executive Internship 4  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** EXEC INTERN 4  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings.

The content should include, but not be limited to, the following:

- analysis of career options
- career planning processes
- characteristics of work settings
- theories of executive management
- influence on unions
- free enterprise concepts
- organizational structure

### **RELATED BENCHMARKS:**

#### **Reading Informational Text**

##### **LACC.1112.RI.1 Key Ideas and Details:**

LACC.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### **LACC.1112.RI.3 Integration of Knowledge and Ideas:**

LACC.1112.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### **Writing**

##### **LACC.1112.W.1 Text Types and Purposes:**

LACC.1112.W.1.1b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LACC.1112.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.1112.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.1112.W.1.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

### **LACC.1112.W.2 Production and Distribution of Writing:**

LACC.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.1112.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **LACC.1112.W.3 Research to Build and Present Knowledge:**

LACC.1112.W.3.8: Gather relevant information from multiple print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the task, purpose, and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LACC.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Reading Science and Technical Subjects**

#### **LACC.1112.RST.3 Integration of Knowledge and Ideas:**

LACC.1112.RST.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

## **Writing History**

### **LACC.1112.WHST.1 Text Types and Purposes:**

LACC.1112.WHST.1.1a: Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

LACC.1112.WHST.1.2d: Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

LACC.1112.WHST.1.2e: Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

LA.1112.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

LA.1112.4.2.2: The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;

PE.912.C.1.20: Know various ways in which physical conflict can be resolved appropriately.

PE.912.L.1.4: Utilize the in-school and community opportunities for participation in a variety of physical activities.

PE.912.M.1.5: Apply strategies for self improvement based on individual strengths and needs.

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.C.2.10: Monitor current public issues in Florida.

SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.

SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.E.1.5: Compare different forms of business organizations.

SS.912.E.1.9: Describe how the earnings of workers are determined.

SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

**Course Number:** 0500320  
**Course Title:** Executive Internship 3  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** EXEC INTERN 3  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas.

The content should include, but not be limited to, the following:

- more intensive study of a variety of career options
- written and oral communication skills
- higher level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

### **RELATED BENCHMARKS:**

#### **Reading Informational Text**

##### **LACC1112.RI.1 Key Ideas and Details:**

LACC.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### **LACC.1112.RI.3 Integration of Knowledge and Ideas:**

LACC.1112.RI.3.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power persuasiveness, or beauty of the text.

LACC.1112.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## **Writing**

### **LACC.1112.W.1 Text Types and Purposes:**

LACC.1112.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.1112.W.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LACC.1112.W.1.1b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LACC.1112.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.

LACC.1112.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

### **LACC.1112.W.2 Production and Distribution of Writing:**

LACC.1112.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.1112.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **LACC.1112.W.3 Research to Build and Present Knowledge:**

LACC.1112.W.3.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LACC.1112.W.3.8: Gather relevant information from multiple print and digital sources, using advanced searches effectively, assess the strengths and limitations of each source in terms of the task, purpose, and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

LACC.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Language**

#### **LACC.1112.L.1 Conventions of Standard English:**

LACC.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Writing History**

#### **LACC.1112.WHST.1 Text Types and Purposes:**

LACC.1112.WHST.1.2c: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

#### **LACC.1112.WHST.3 Research to Build and Present Knowledge:**

LACC.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

PE.912.C.1.20: Know various ways in which physical conflict can be resolved appropriately.

PE.912.L.1.3: Participate in a variety of activities that promote effective stress management.

PE.912.M.1.5: Apply strategies for self improvement based on individual strengths and needs.

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.3.10: Review different economic and philosophic ideologies.

SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.10: Monitor current public issues in Florida.

SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.E.1.5: Compare different forms of business organizations.

SS.912.E.1.9: Describe how the earnings of workers are determined.

SS.912.G.4.1: Interpret population growth and other demographic data for any given place.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.



**Course Number:** 0500310  
**Course Title:** Executive Internship 2  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** EXEC INTERN 2  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

The content should include, but not be limited to, the following:

- study of a variety of career options
- written and oral communication skills
- higher-level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

### **RELATED BENCHMARKS:**

#### **Reading Informational Text**

##### **LACC.910.RI.2 Craft and Structure:**

LACC.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LACC.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LACC.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**LACC.910.RI.3 Integration of Knowledge and Ideas:**

LACC.910.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LACC.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Writing****LACC.910.W.1 Text Types and Purposes:**

LACC.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LACC.910.W.1.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic

LACC.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**LACC.910.W.2 Production and Distribution of Writing:**

LACC.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LACC.910.W.3 Research to Build and Present Knowledge:**

LACC.910.W.3.8: Gather relevant information from multiple print and digital sources, using advanced searches effectively,; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LACC.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Language****LACC.910.L.1 Conventions of Standard English:**

LACC.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Reading Science and Technical Subjects****LACC.910.RST.1 Key Ideas and Details:**

LACC.910.RST.1.2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

PE.912.L.1.3: Participate in a variety of activities that promote effective stress management.

PE.912.L.1.5: Participate regularly in health-enhancing activities outside the physical education class setting.

PE.912.L.2.2: Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.C.2.10: Monitor current public issues in Florida.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.E.1.5: Compare different forms of business organizations.

SS.912.E.1.9: Describe how the earnings of workers are determined.

SS.912.E.2.1: Identify and explain broad economic goals.

**Course Number:** 0500300  
**Course Title:** Executive Internship I  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** EXEC INTERN 1  
**Course Credit:** 1  
**Course Length:** Year  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

The content should include, but not be limited to, the following:

- discussion of professional job requirements
- awareness and knowledge of career opportunities
- building vocabulary appropriate to the area of professional interest
- development of decision-making skills
- development of personal and educational job-related skills

### **RELATED BENCHMARKS:**

#### **Reading Informational Text**

##### **LACC.910.RI.1 Key Ideas and Details:**

LACC.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### **LACC.910.RI.2 Craft and Structure:**

LACC.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LACC.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

LACC.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### **Writing**

##### **LACC.910.W.1 Text Types and Purposes:**

LACC.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LACC.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic

**LACC.910.W.2 Production and Distribution of Writing:**

LACC.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LACC.910.W.3 Research to Build and Present Knowledge:**

LACC.910.W.3.8: Gather relevant information from multiple print and digital sources, using advanced searches effectively,; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LACC.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Language**

**LACC.910.L.1 Conventions of Standard English:**

LACC.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Reading Science and Technical Subjects**

**LACC.910.RST.3 Integration of Knowledge and Ideas:**

LACC.910.RST.3.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LA.910.2.2.1: The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings).

LA.910.2.2.3: The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining).