

**Florida Department of Education  
Curriculum Framework**

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

CCC	
CIP Number	0743030201
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	13-1061 Emergency Management Specialist
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

**Purpose**

This certificate program is part of the Emergency Administration and Management AS degree program (1743030200).

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

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government & Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government & Public Administration career cluster.

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

### **Standards**

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

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

**Florida Department of Education  
Student Performance Standards**

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

This certificate program is part of the Emergency Administration and Management AS degree program (1743030200). At the completion of this program, the student will be able to:

01.0	Demonstrate knowledge of emergency operations planning system.--The student will be able to:
01.01	Demonstrate knowledge of emergency management organization and procedures.
01.02	Demonstrate knowledge of comprehensive emergency management systems.
01.03	Demonstrate knowledge of emergency planning concepts necessary to develop as integrated, generic, comprehensive emergency operations plans.
01.04	Recognize and identify different concepts of emergency planning.
01.05	Describe the processes for development of an emergency operation plan.
01.06	Demonstrate knowledge of the activities that should happen in each phase of a disaster.
01.07	Demonstrate knowledge of the responsibility of emergency management activities.
01.08	Develop the ability to determine hazards and develop risk assessment programs in local communities.
01.09	Demonstrate understanding of the organizing principles and practices of effective emergency management at the local, state and federal levels.
02.0	Demonstrate knowledge of emergency management operations.--The student will be able to:
02.01	Describe the processes for development of an emergency operations plan.
02.02	Demonstrate knowledge of related warning and communications equipment.
02.03	Recognize the inherent problems associated with multi-jurisdiction response.
02.04	Demonstrate knowledge of natural hazards.
02.05	Demonstrate knowledge of man-made hazards.
02.06	Develop an understanding for the implementation of the general activities that should happen in each phase of a disaster.
03.0	Demonstrate knowledge of the administration role of the emergency manager.--The student will be able to:
03.01	Recognize and identify different concepts of emergency planning.
03.02	Recognize and describe various aspects of organizational behavior.
03.03	Cite fundamental theories, facts, concepts, principles, and requirements of relevant federal and state (Florida) environment and safety legislation on emergency management organizations and agencies.
03.04	Demonstrate knowledge of the responsibilities and reporting requirements of organizations.
03.05	Cite fundamental theories, facts, concepts, principles, and the requirements of relevant federal environmental and safety legislation on emergency management organizations and private sector businesses.
03.06	Identify hazardous materials and explain the primary hazard presented by each through the use of such documents as the

	Department of Transportation Emergency Response Guidebook, related computer software and Florida Division of Emergency Planning Guide.
03.07	Analyze the roles, responsibilities, and authorities of the various organizations responding to hazardous materials incidents.
03.08	Demonstrate knowledge of the reporting requirements of industry through the SARA process and duties of the Local Emergency Planning Committees (LEPCs) and Florida Division of Emergency Management.
03.09	Demonstrate ability to manage emergency databases.
03.10	Demonstrate understanding of social behavior in a disaster.
03.11	Manage emergency management public education programs.
03.12	Demonstrate the ability to write an Emergency Operation Plan (EOP).
03.13	Acquire the knowledge and skills to effectively manage and develop interaction involved in organizational/interpersonal relationships in emergency services.
03.14	Acquire the knowledge, skills and abilities to effectively use hazard analysis to establish policy based on review of community hazards, resources, and codes.
03.15	Acquire understanding of the important points of job analysis.
04.0	<u>Demonstrate knowledge of federal, state and local mitigation programs.--The student will be able to:</u>
04.01	Identify fundamental issues and concerns of hazard mitigation.
04.02	Demonstrate knowledge of the activities that should happen in each phase of a disaster.
04.03	Demonstrate knowledge of natural hazards.
04.04	Demonstrate knowledge of man-made hazards.
04.05	Demonstrate ability to measure, monitor and predict natural hazards.
04.06	Acquire the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
04.07	Learn to develop and implement hazard mitigation concepts into all areas of the community, using an all hazard approach.
04.08	Acquire knowledge, skills and abilities to effectively use hazard analysis to establish policy based on review of community hazards resources and codes.
04.09	Learn to analyze the effect of public policy on a community before, during and after a simulated and real disaster.
05.0	<u>Demonstrate knowledge of long and short term recovery programs.--The student will be able to:</u>
05.01	Conduct a business impact assessment.
05.02	Develop a contingency plan/business recovery plan.
05.03	Demonstrate ability to maintain the plan by testing, evaluating and revising business recovery strategies.
05.04	Acquire knowledge of benefits of corporate responsibility.
05.05	Acquire the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
05.06	Learn to develop and implement short and long-term recovery concepts into all areas of the community, using an all hazard approach.
06.0	<u>Demonstrate knowledge of the facilities and equipment used in comprehensive emergency management.--The student will be able to:</u>
06.01	Demonstrate knowledge of related warning and communications equipment.
06.02	Demonstrate knowledge of cite local, state, federal and private programs available for response to disasters.
06.03	Recognize the inherent problems associated with multi-jurisdictional response.
06.04	Demonstrate knowledge of the principles of planning under Federal planning guidance such as National Response Team-1, and Civil Preparedness Guide.

06.05 Analyze the effect of public policy on a community before, during and after a simulated and real disaster.

07.0 Demonstrate Knowledge Of Professional Development For Advancement Within The Profession--The student will be able to:

07.01 Demonstrate understanding of knowledge, skills and abilities necessary to understand emergency management as a field of research and practice.

## Additional Information

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

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

### **Career and Technical Student Organization (CTSO)**

N/A

### **Accommodations**

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

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

**Florida Department of Education  
Curriculum Framework**

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

CCC	
CIP Number	0743030202
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9161 Emergency Management Directors
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This certificate program is part of the Emergency Administration and Management AS degree program (1743030200).

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

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government & Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government & Public Administration career cluster.

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

## **Standards**

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

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



**Florida Department of Education  
Student Performance Standards**

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

This certificate program is part of the Emergency Administration and Management AS degree program (1743030200). At the completion of this program, the student will be able to:

01.0	Demonstrate knowledge of the national response plan (NRP) and the national incident management system (NIMS) plan.--The student will be able to:
01.01	Demonstrate knowledge of the purpose of the NRP.
01.02	Demonstrate knowledge of information within the NRP.
01.03	Demonstrate knowledge of the roles and responsibilities of entities as specified in the NRP.
01.04	Explain the organizational structure used for NRP coordination.
01.05	Demonstrate knowledge of the field-level organizations and teams activated under the NRP.
01.06	Identify the incident management activities addressed by the NRP.
01.07	Demonstrate knowledge of the key concepts and principles underlying NIMS.
01.08	Identify the benefits of using Incident Command System (ICS) as the national incident management model.
01.09	Identify the ways in which NIMS affects preparedness.
01.10	Explain how NIMS influences technology and technology systems.
01.11	Demonstrate knowledge of the purpose of the NIMS Integration Center.
02.0	Demonstrate knowledge of domestic and international terrorist organizations.--The student will be able to:
02.01	Demonstrate knowledge of domestic and international terrorism and the motivation of these terrorist organizations.
02.02	Demonstrate knowledge of the basic tenets of an investigation of a terrorist organization.
02.03	Demonstrate the roles and responsibilities of local, state and federal agencies in terrorism investigations and terrorism response.
02.04	Demonstrate knowledge of the techniques for assessing an organizations vulnerability to a terrorist attack involving a weapon of mass destruction (WMD).
03.0	Demonstrate knowledge of the basic principles of weapons of mass destruction recognition, identification, decontamination, and treatment protocols.--The student will be able to:
03.01	Demonstrate knowledge of the toxicological, physical and chemical properties associated with WMDs.
03.02	Demonstrate knowledge of potential signs and symptoms associated with chemical, biological and radiation exposures.
03.03	Explain the role detection and monitoring equipment plays in recognition and identification of chemical, biological, radiological, nuclear and energetic (CBRNE) materials.
03.04	Demonstrate knowledge of the importance of proper personal protective equipment when CBRNE weapons are suspected.
03.05	Demonstrate knowledge of the procedures and equipment necessary for responding to and decontaminating victims and responders in mass casualty incidents involving chemical, biological, or radiological materials.

03.06	Demonstrate knowledge of the primary differences in the response to chemical, biological and radiological incidents including the properties, characteristics, medical effects, and time to respond to the agents involved.
03.07	Demonstrate knowledge of the special decontamination considerations required if a radiological dispersal device (RDD) is deployed.
03.08	Demonstrate knowledge of the roles and responsibilities of local, state and federal agencies in terrorism investigations and terrorism response.
03.09	Demonstrate knowledge of the basic steps in the terrorism investigation process.
03.10	Demonstrate knowledge of the techniques for assessing a jurisdiction's vulnerability to a terrorist attack involving a WMD.
03.11	Demonstrate knowledge of a risk reduction program.
04.0	<u>Demonstrate knowledge of the potential psychological effect of terrorist events on victims.--The student will be able to:</u>
04.01	Demonstrate knowledge of what terrorism is and the psychological impact of a terrorist event.
04.02	Demonstrate knowledge of the three phases of a terrorist event: pre- attack phase; crisis management phase; consequence management and reconstruction phase.
04.03	Demonstrate knowledge of the secondary trauma/vicarious traumatization and disaster recovery phases.
04.04	Demonstrate knowledge of the techniques to interact with victims in crisis and identify national, state and local resources for primary victim referrals.
04.05	Demonstrate knowledge of how to interact with victims in crisis.
04.06	Demonstrate knowledge of national, state and local resources for primary victim referral.
04.07	Demonstrate knowledge of coping strategies for emergency responders.
04.08	Demonstrate knowledge of the steps to assist other responders.
04.09	Demonstrate knowledge of good communication techniques.
05.0	<u>Demonstrate knowledge of the critical infrastructure protection (cip) process to secure the effective protection of the people, physical entities, and cyber systems that are critical.--The student will be able to:</u>
05.01	Demonstrate knowledge of the people, physical entities, and cyber systems that make up critical infrastructure.
05.02	Demonstrate knowledge of the basic process for protection of only those infrastructures upon which survivability, continuity of operations, and mission success depend.
05.03	Demonstrate knowledge of the roles and responsibilities of local, state and federal agencies in critical infrastructure protection operations.
05.04	Demonstrate knowledge of hazard mapping as a risk assessment tool identifying the locations off critical infrastructure and vulnerable populations.
05.05	Demonstrate knowledge of CIP risk assessment within the community and describing the process for risk reduction evaluation.
05.06	Explain Continuity of Government (COG) - how operations and services of governments at federal, state, and local levels critical to the functioning of the nation's systems, i.e., public health, safety, and welfare would continue operations after a major incident.
06.0	<u>Demonstrate knowledge of the threat of terrorism to the united states.--The student will be able to:</u>
06.01	Demonstrate knowledge of the use of threat analysis in analyzing terrorist threats.
06.02	Demonstrate knowledge of hazard mapping as a risk assessment tool.
06.03	Demonstrate knowledge of threat analysis for terrorist activity.
06.04	Demonstrate knowledge of the duties of the law enforcement officer in anti-terrorist operations at the local, state and federal levels.
06.05	Demonstrate knowledge of appropriate procedures of law enforcement, fire, emergency medical services (EMS), private agencies, state agencies and federal response assets.
06.06	Explain the basic steps in the anti-terrorism operations process.

06.07	Demonstrate knowledge of the major resources available for anti-terrorism.
06.08	Demonstrate knowledge of issues and problems associated with preventing terrorist activity in a democratic society.
07.0	<u>Demonstrate knowledge of the various aspects of emergency management of terrorist activity.--The student will be able to:</u>
07.01	Demonstrate knowledge of the role of emergency management in terrorist response planning.
07.02	Demonstrate knowledge of the comprehensive emergency management system.
07.03	Demonstrate knowledge of the incident command system.
07.04	Demonstrate knowledge of the disaster planning process.
07.05	Demonstrate knowledge of the duties of the emergency responders at the local level.
07.06	Demonstrate knowledge of appropriate response procedures involving terrorist activity. These response procedures will incorporate the potential response responsibilities of law enforcement, fire, EMS and private agency assets.
08.0	<u>Demonstrate knowledge of the various aspects of emergency management of terrorist activity.--The student will be able to:</u>
08.01	Demonstrate knowledge of the role of emergency management in terrorist response planning.
08.02	Demonstrate knowledge of the comprehensive emergency management system.
08.03	Demonstrate knowledge of the incident command system.
08.04	Demonstrate knowledge of the disaster planning process.

## **Additional Information**

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

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

### **Career and Technical Student Organization (CTSO)**

N/A

### **Accommodations**

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

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

**Florida Department of Education  
Curriculum Framework**

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

AS	
CIP Number	1743030200
Program Type	College Credit
Standard Length	60 Hours
CTSO	N/A
SOC Codes (all applicable)	11-9161 Emergency Management Directors
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government & Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government & Public Administration career cluster.

### **Program Structure**

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

## **Standards**

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

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

**Florida Department of Education  
Student Performance Standards**

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

**The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:**

01.0	<u>Demonstrate knowledge of emergency operations planning system.</u> – The student will be able to:
01.01	Demonstrate knowledge of emergency management organization and procedure.
01.02	Demonstrate knowledge of comprehensive emergency management systems.
01.03	Demonstrate knowledge of emergency planning concepts necessary to develop as integrated, generic, comprehensive emergency operations plans.
01.04	Recognize and identify different concepts of emergency planning.
01.05	Describe the processes for development of an emergency operation plan.
01.06	Demonstrate knowledge of the activities that should happen in each phase of a disaster.
01.07	Demonstrate knowledge of the responsibility of emergency management activities.
01.08	Develop the ability to determine hazards and develop risk assessment programs in local communities.
01.09	Demonstrate understanding of the organizing principles and practices of effective emergency management at the local, state and federal levels.
01.10	Analyze and apply appropriate criteria necessary for effective emergency operations plan development.
01.11	Develop and evaluate an emergency operations plan based on data provided on a hypothetical jurisdiction.
01.12	Demonstrate understanding of knowledge, skills and abilities necessary to understand emergency management as a field of research and practice.
01.13	Demonstrate an in-depth understanding of past and current civil defense and emergency management showing their evolution since World War II.
02.0	<u>Demonstrate knowledge of emergency management operations.</u> - The student will be able to:
02.01	Describe the processes for development of an emergency operations plan.
02.02	Demonstrate knowledge of related warning and communications equipment.
02.03	Recognize the inherent problems associated with multi-jurisdiction response.
02.04	Demonstrate knowledge of natural hazards.
02.05	Demonstrate knowledge of man-made hazards.
02.06	Develop an understanding for the implementation of the general activities that should happen in each phase of a disaster.
02.07	Demonstrate knowledge in the use of computer modeling programs as related to Emergency Management.
02.08	Demonstrate knowledge to assess the strength and weaknesses of different sized response organizations.

02.09	Demonstrate ability to manage emergency data bases.
02.10	Demonstrate knowledge of new technologies by applying, analyzing, and using new technologies.
02.11	Demonstrate ability to measure, monitor and predict natural hazards.
02.12	Demonstrate ability to measure, monitor and predict man-made hazards.
02.13	Demonstrate knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
02.14	Utilize interactive experience and knowledge to develop community-wide participation in planning, coordination and management capabilities and command and control operations of major and catastrophic disasters.
02.15	Develop and implement short and long-term recovery concepts into all areas of the community using an all hazard approach.
03.0	<b>Demonstrate knowledge of the administration role of the emergency manager. – The student will be able to:</b>
03.01	Recognize and identify different concepts of emergency planning.
03.02	Recognize and describe various aspects of organizational behavior.
03.03	Cite fundamental theories, facts, concepts, principles, and requirements of relevant federal and state (Florida) environmental and safety legislation on emergency management organizations and agencies.
03.04	Demonstrate knowledge of the responsibilities and reporting requirements of organizations.
03.05	Cite fundamental theories, facts, concepts, principles, and the requirements of relevant federal environmental and safety legislation on emergency management organizations and private sector businesses.
03.06	Identify hazardous materials and explain the primary hazard presented by each through the use of such documents as the Department of Transportation Emergency Response Guidebook, related computer software and Florida Division of Emergency Planning Guide.
03.07	Analyze the roles, responsibilities, and authorities of the various organizations responding to hazardous material incidents.
03.08	Demonstrate knowledge of the reporting requirements of industry through the SARA process and duties of the Local Emergency Planning Committees (LEPCs) and Florida Division of Emergency Management.
03.09	Demonstrate ability to manage emergency databases.
03.10	Demonstrate understanding of social behavior in a disaster.
03.11	Manage emergency management public education programs.
03.12	Demonstrate the ability to write an Emergency Operation Plan (EOP).
03.13	Acquire the knowledge and skills to effectively manage and develop interaction involved in organizational/interpersonal relationships in emergency services.
03.14	Acquire the knowledge, skills and abilities to effectively use hazard analysis to establish policy based on review of community hazards, resources, and codes.
03.15	Acquire understanding of the important points of job analysis.
03.16	Demonstrate specialized knowledge and skills necessary to develop programs that will reduce losses from future disasters, emergencies, and other extreme events caused by natural and man-made hazards.
03.17	Analyze organizational behavior problems as they apply to emergency operations.
03.18	Evaluate his/her personal leadership style as indicated by self-assessment instruments, with a goal of increasing leadership skill and enhancing style.
03.19	Demonstrate understanding of the impact of cultural differences in emergency management.
03.20	Demonstrate ability to apply sociological research methodology in emergency management situations.
03.21	Gain the ability to assess personal qualities, values, and self-esteem in an attempt to develop a greater self-awareness. This knowledge will then be used to enhance individual interpersonal skills required in an emergency organizational structure.



	03.22 Acquire enhanced self-awareness, interpersonal skills, and knowledge of various leadership, influence, and decision models.
	03.23 Utilize interactive experience to analyze the effect of policy on specific emergency management roles, and use of policy analysis in the development of new policy.
04.0	<u>Demonstrate knowledge of federal, state and local mitigation programs.</u> – The student will be able to:
	04.01 Identify fundamental issues and concerns of hazard mitigation.
	04.02 Demonstrate knowledge of the activities that should happen in each phase of disaster.
	04.03 Demonstrate knowledge of natural hazards.
	04.04 Demonstrate knowledge of man-made hazards.
	04.05 Demonstrate ability to measure, monitor and predict natural hazards.
	04.06 Acquire the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
	04.07 Learn to develop and implement hazard mitigation concepts into all areas of the community, using an all hazard approach.
	04.08 Acquire knowledge, skills and abilities to effectively use hazard analysis to establish policy based on review of community hazards resources and codes.
	04.09 Learn to analyze the effect of public policy on a community before, during and after a simulated and real disaster.
	04.10 Analyze mitigation history, philosophy, strategy, programs, and consequences.
	04.11 Utilize interactive experience and knowledge to develop community-wide participation in planning, coordination and management functions designed to improve emergency management capabilities and command and control operations of major and catastrophic disasters.
	04.12 Utilize interactive experience to analyze the effect the policy on specific Emergency management roles and use of policy analysis in the development of new policy.
05.0	<u>Demonstrate knowledge of long and short term recovery programs.</u> - The student will be able to:
	05.01 Conduct a business impact assessment.
	05.02 Develop a contingency plan/business recovery plan.
	05.03 Demonstrate ability to maintain the plan by testing, evaluating and revising business recovery strategies.
	05.04 Acquire knowledge of benefits of corporate responsibility.
	05.05 Acquire the knowledge, skills and abilities to effectively manage a comprehensive emergency management program.
	05.06 Learn to develop and implement short and long-term recovery concepts into all areas of the community, using an all hazard approach.
	05.07 Demonstrate understanding of business recovery strategies and recognize benefits.
	05.08 Utilize interactive experience and knowledge to develop community-wide participation in planning, coordination and management functions designed to improve emergency management capabilities and commence and control operations during recovery operations at major and catastrophic disasters.
06.0	<u>Demonstrate knowledge of the facilities and equipment used in comprehensive emergency management.</u> – The student will be able to:
	06.01 Demonstrate knowledge of related warning and communications equipment.
	06.02 Demonstrate knowledge to cite local, state, federal and private programs available for response to disasters.
	06.03 Recognize the inherent problems associated with multi-jurisdictional response.
	06.04 Demonstrate knowledge of the principles of planning under Federal planning guidance such as National Response Team-1, and Civil Preparedness Guide.
	06.05 Analyze the effect of public policy on a community before, during and after a simulated and real disaster.
	06.06 Demonstrate knowledge of new technologies by applying and using new technologies.

07.0	Demonstrate knowledge of professional development for advancement within the profession. – The student will be able to:
07.01	Demonstrate understanding of knowledge, skills and abilities necessary to understand emergency management as a field of research and practice.
07.02	Acquire enhanced self-awareness, interpersonal skills, and knowledge of various leadership, influence, and decision models.
08.0	Demonstrate knowledge of emergency management training and education programs. – The student will be able to:
08.01	Deliver emergency management public education programs to target populations.
08.02	Acquire understanding of several teaching concepts and select an effective method.
08.03	Acquire understanding of the important points of job analysis.
08.04	Apply learned principles to design simple performance evaluation criteria.
08.05	Acquire understanding of how to communicate principles and ideas to the students.

## **Additional Information**

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

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

### **Career and Technical Student Organization (CTSO)**

N/A

### **Accommodations**

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

### **Articulation**

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fl DOE.org/workforce/dwdframe/artic\\_frame.asp](http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp) .

### **Program Length**

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

## **Certificate Programs**

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

Emergency Administration and Management (0743030201) – 24 Credit Hours

Homeland Security Emergency Manager (0743030202) – 24 Credit Hours

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

**Florida Department of Education  
Curriculum Framework**

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

**Secondary – Cooperative Education - OJT**

Course Number	8601420
CIP Number	07449999CP
Grade Level	9-12, 30,31
Standard Length	Multiple credits
Teacher Certification	ANY PUBLIC SERV OCC ED G
CTSO	FPSA

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government and Public Administration cluster(s); provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government and Public Administration cluster(s).

**Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.**

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Government and Public Administration Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

### **Common Career Technical Core – Career Ready Practices**

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

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

### **Standards**

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

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

2014 – 2015

**Florida Department of Education  
Student Performance Standards**

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

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

## Additional Information

### Special Notes

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

### Career and Technical Student Organization (CTSO)

The Florida Public Service Association ([www.fpsainc.org](http://www.fpsainc.org)) is the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### Accommodations

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

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

Some secondary students with disabilities may need additional time (beyond the regular school year) to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students.



**Florida Department of Education  
Curriculum Framework**

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

**Secondary – Career Preparatory**

Program Number	8602000
CIP Number	0743030206
Grade Level	9-12, 30, 31
Standard Length	4 Credits
Teacher Certification	PUB SERV 7 G                      LAW ENF 7G PUB ADM 7 G                      FIRE FIGHT 7G
CTSO	FPSSA, SkillsUSA, HOSA
SOC Codes (all applicable)	11-9161 Emergency Management Directors
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government and Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government and Public Administration career cluster.

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

## Program Structure

This program is a planned sequence of instruction consisting of emergency planning; emergency management; public safety; land, air, and water contamination and response; search and rescue techniques; hazardous materials identification and treatment protocols; firefighting; terrorism; and law and ethics as they relate to first responders. In addition, content will include safety precautions, basic first aid, cardiopulmonary resuscitation, science and its role in natural disasters, communication skills, computer literacy, employability skills, and career opportunities.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8602010	Emergency Planning and Response 1	1 Credit	11-9161	3
	8602020	Emergency Planning and Response 2	1 Credit		3
	8602030	Emergency Planning and Response 3	1 Credit		3
	8602040	Emergency Planning and Response 4	1 Credit		3

## Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Emergency Planning and Response 1	^^	^^	^^	**	**	**	**	**	**	**	**	**
Emergency Planning and Response 2	^^	^^	^^	**	**	**	**	**	**	**	**	**
Emergency Planning and Response 3	^^	^^	^^	**	**	**	**	**	**	**	**	**
Emergency Planning and Response 4	^^	^^	^^	**	**	**	**	**	**	**	**	**

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

### **Florida Standards for Technical Subjects**

*Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.*

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

### **Florida Standards for Mathematics & Language Arts (FS-M/LA)**

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

### **Next Generation Sunshine State Standards (NGSSS) - Science**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

**Common Career Technical Core – Career Ready Practices**

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

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

## Standards

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

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Emergency Planning and Response.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Emergency Planning and Response.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Emergency Planning and Response.
- 04.0 Identify history, goals and career opportunities in all areas related to first responder careers.
- 05.0 Demonstrate knowledge of basic emergency planning.
- 06.0 Demonstrate knowledge of the concepts of public safety.
- 07.0 Use information technology tools.
- 08.0 Demonstrate mathematics knowledge and skills.
- 09.0 Use oral and written communication skills in creating, expressing, and interpreting information and ideas.
- 10.0 Demonstrate an understanding of community-based organizations and their role in emergency preparedness and response.
- 11.0 Describe procedures to prevent the transmission of blood-borne pathogens, including HIV and Hepatitis B and C.
- 12.0 Demonstrate knowledge of the National Response Plan (NRP) and the National Incident Management System (NIMS) related to Homeland Security.
- 13.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR) and effective Automated External Defibrillator (AED) use.
- 14.0 Demonstrate knowledge of the critical infrastructure protection (CIP) process to secure the effective protection of people, physical entities, and cyber systems.
- 15.0 Demonstrate an understanding of the law and ethics as they relate to first responders.
- 16.0 Demonstrate knowledge of the concepts and principles of all aspects of communication and the media in a crisis or disaster.
- 17.0 Demonstrate knowledge of the concepts of hazardous materials identification, decontamination and treatment protocols.
- 18.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Emergency Planning and Response.
- 19.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Emergency Planning and Response.
- 20.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Emergency Planning and Response.
- 21.0 Demonstrate knowledge of emergency management leadership and administration concepts.
- 22.0 Demonstrate knowledge of search and rescue techniques and protocols.
- 23.0 Demonstrate knowledge of land, air and water contamination and response.
- 24.0 Demonstrate knowledge of science (weather, oceanography, geo-sciences, etc.) and its role in natural disasters.
- 25.0 Demonstrate knowledge of Armed Services Agencies as first responders.
- 26.0 Demonstrate a knowledge of terrorism as it relates to first responders.
- 27.0 Demonstrate knowledge of basic concepts of firefighting.
- 28.0 Prepare written reports.

- 29.0 Explain the importance of employability skill and entrepreneurship skills.
- 30.0 Understand policies and procedures related to public policy and regulatory and records issues.
- 31.0 Demonstrate an understanding of the psychological impacts, both personal and regional, in first responder situations.
- 32.0 Demonstrate an understanding of human diversity.
- 33.0 Demonstrate knowledge of and participate in disaster practice.
- 34.0 Successfully work as a member of a team.
- 35.0 Manage time according to a plan.
- 36.0 Keep acceptable records of progress, problems and solutions.
- 37.0 Plan, organize and carry out a project plan.
- 38.0 Manage resources.
- 39.0 Carry out a research assignment and document the results of research efforts.
- 40.0 Use presentation skills and appropriate media to describe the progress, results and outcomes of the experience.
- 41.0 Demonstrate competency in the area of expertise that this project is based upon.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Emergency Planning and Response.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  LAFS.910.RST.1.1	
01.01.2	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.  LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.  LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).  LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards		Correlation to CTE Program Standard #
	the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	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. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	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. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Emergency Planning and Response.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	



Florida Standards		Correlation to CTE Program Standard #
02.02.2	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. LAFS.910.WHST.2.5	
02.02.3	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. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	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. LAFS.910.WHST.3.7	
02.03.2	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. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Emergency Planning and Response.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards		Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 Identify history, goals and career opportunities in all areas related to first responder careers. – The student will be able to:		
04.01 Define first responder.		
04.02 Identify the goals and responsibilities of first responders.		
04.03 Research the history of first responders.		
04.04 Identify first responder careers and the prerequisites for job entry.		
04.05 Analyze trends in job demands for careers as first responders.		
04.06 Identify informational resources about first responders.		
04.07 Describe and demonstrate behaviors of physical wellness according to an individual's abilities.		
04.08 Discuss the need to self-protect, keeping first responder safety as a priority.		
04.09 Identify the leadership opportunities, benefits, and awards available through participation in CTSO events, including competition and activities.		
05.0 Demonstrate knowledge of basic emergency planning. – The student will		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
be able to:		
05.01 Identify and describe key steps in the emergency planning process.		
05.02 Demonstrate an understanding of vocabulary/terminology used in emergency planning.		
05.03 Discuss the need for emergency prevention and preparedness.		
05.04 Distinguish between the various types of emergencies and appropriate planning for each.		
05.05 Define the levels for various emergencies.		
05.06 Identify and distinguish between various emergency responses (shelter-in-place, evacuation, quarantine, isolation, etc.).		
05.07 Identify supplies necessary for and create an emergency supply kit.		
05.08 Create a family or business emergency plan.		
05.09 Discuss the role of an engaged citizenry in emergency planning and response.		
05.10 Develop an evacuation plan for a family, business, or community.		
05.11 Develop and participate in a local emergency simulation.		
05.12 Identify agencies that should be involved in emergency planning and describe their roles.		
05.13 Develop an emergency operations plan; describe its components, and how they relate.		
05.14 Define hazard mitigation and its role in emergency planning.		
05.15 Describe the need for appropriate resource allocation in planning for emergencies.		
05.16 Demonstrate an understanding of the need to plan for domestic animals, livestock, and wild animals in an emergency situation.		
05.17 Develop an emergency plan for domestic animals, livestock, and wildlife.		
05.18 Analyze risks affecting animals and their owners relating to emergency situations.		
06.0 Demonstrate knowledge of the concepts of public safety. – The student will be able to:		
06.01 Define the concept of public safety.		
06.02 Identify and discuss careers in public safety (first responders) and the prerequisites for job entry.		
06.03 Describe the roles of individual citizens and public agencies in public safety.		
06.04 Describe and demonstrate the relationship between preparedness		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
and public safety.		
06.05 Describe the role of volunteer agencies in public safety.		
06.06 Demonstrate knowledge of educational requirements, training, and skills in public safety.		
07.0 Use information technology tools. – The student will be able to:		
07.01 Use personal information management (PIM) applications to increase workplace efficiency.		
07.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
07.03 Employ computer operations applications to access, create, manage, integrate, and store information.		
07.04 Employ collaborative/groupware applications to facilitate group work.		
08.0 Demonstrate mathematics knowledge and skills. – The student will be able to:		
08.01 Draw, read, and analyze information on graphs, charts, and tables Demonstrate knowledge of arithmetic operations.		
08.02 Analyze and apply data and measurements to solve problems and interpret documents.		
08.03 Construct charts/tables/graphs using functions and data.		
09.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:		
09.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
09.02 Locate, organize and reference written information from various sources.		
09.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
09.04 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0		
09.05 Apply active listening skills to obtain and clarify information.		
09.06 Develop and interpret tables and charts to support written and oral communications.		
09.07 Exhibit public relations skills that aid in achieving customer satisfaction.		
10.0 Demonstrate an understanding of community-based organizations and their role in emergency preparedness and response. – The student will be able to:		

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

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.0 Demonstrate knowledge of the National Response Plan (NRP) and the National Incident Management System (NIMS) related to Homeland Security. – The student will be able to:		
12.01 Describe the history of the Civil Defense System.		
12.02 Demonstrate an understanding of the history and functions of the Department of Homeland Security.		
12.03 Define NRP and NIMS.		
12.04 Demonstrate an understanding of the history and purpose of NRP and NIMS.		
12.05 List and describe the components of the NIMS approach.		
12.06 Describe the relationship between the NRP and the NIMS.		
12.07 Describe the role NRP and NIMS in manmade and natural emergencies.		
12.08 Describe the role of NRS and NIMS in terrorism.		
12.09 Identify the ways in which NIMS affects preparedness.		
12.10 Demonstrate knowledge of how NIMS affects how resources are managed.		
13.0 Demonstrate safety precautions, first aid, and cardiopulmonary resuscitation (CPR) and effective Automated External Defibrillator (AED) use. – The student will be able to:		
13.01 Complete a self-assessment and explain the role of behavior in preventing emergencies that affect self and others.		
13.02 Recognize electrical hazards, hazardous materials, and life threatening situations and describe role of first responder in keeping self and others safe in emergencies.		
13.03 Demonstrate the proper use of personal protective devices and		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
hygiene employed when providing emergency care.		
13.04 Describe when and demonstrate how to move a victim in an emergency situation.		
13.05 Demonstrate basic first aid techniques and secure certification.		
13.06 Apply CPR and secure CPR certification.		
13.07 Demonstrate effective use of AED and secure AED certification.		
13.08 Describe citizen and first responder protocols in arriving on the scene of a medical emergency.		
13.09 Describe citizen and first responder role in using 911 to activate emergency medical system (EMS).		
14.0 Demonstrate knowledge of the critical infrastructure protection (CIP) process to secure the effective protection of people, physical entities, and cyber systems. – The student will be able to:		
14.01 Demonstrate knowledge of the people, physical entities, and cyber systems that make up critical infrastructure.		
14.02 Demonstrate knowledge of the basic process for protection of those infrastructures upon which survivability and continuity of operations depend.		
14.03 Demonstrate knowledge of the roles and responsibilities of local, state, and federal agencies in critical infrastructure protection operations.		
14.04 Demonstrate knowledge of hazard mapping as a risk assessment tool identifying the locations of critical infrastructure and vulnerable populations.		
14.05 Demonstrate knowledge of CIP risk assessment within the community and describe the process for reducing vulnerability.		
14.06 Explain Continuity of Government (COG) – how operations and services of governments at federal, state, and local levels critical to the functioning of the nation’s systems, i.e., public health, safety, and welfare would continue operations after a major incident.		
15.0 Demonstrate an understanding of the law and ethics as they relate to first responders. – The student will be able to:		
15.01 Demonstrate an understanding of the legal issues related to first responders (Good Samaritan Laws, consent to treat, implied consent to treat, duty to rescue, etc.).		
15.02 Identify the moral and ethical considerations in an emergency response.		
15.03 Demonstrate knowledge of the rights of victims and proper procedures used when interacting with them.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
15.04 Demonstrate knowledge of confidentiality laws.		
15.05 List the actions that a first responder should take to provide for the safety of individuals and assist in the preservation of the scene of an emergency.		
15.06 Discuss issues concerning the fundamental components of documentation.		
15.07 Demonstrate an understanding of our federal system of government and jurisdictional issues relating to first responders.		
15.08 Cite fundamental theories, facts, concepts, principles and the requirements of relevant federal and state environmental and safety legislation on emergency management organizations and private sector businesses.		
15.09 Discuss issues of national security versus individual rights and liberties.		
15.10 Demonstrate knowledge of court decisions relating to post-disaster situations.		
16.0 Demonstrate knowledge of the concepts and principles of all aspects of communication and the media in a crisis or disaster. – The student will be able to:		
16.01 Describe a public information system as required by NIMS.		
16.02 Understand the duties of public information officers.		
16.03 Discuss key elements of a joint information system.		
16.04 Discuss FEMA's emergency outreach procedures for insuring that information is complete, accurate, and approved for public release.		
16.05 Identify protocols/guidelines for providing timely and accurate information to the public when dealing with the media.		
16.06 Describe the Homeland Security Emergency Function 15.		
16.07 Demonstrate the use of emergency communications, such as amateur (ex: HAM) radio operation.		
16.08 Demonstrate knowledge of emerging communication technologies.		
16.09 Demonstrate how to write an effective press release about emergencies.		
16.10 Discuss the need to maintain secure warning technologies and mediums.		
16.11 Demonstrate an understanding of special need populations (ex: non-English speakers, hearing-impaired, sight-impaired, etc.).		
16.12 Develop a communications plan for a given emergency.		
16.13 Demonstrate an understanding of current warning and locator communications technology.		



CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
16.14 Demonstrate understanding of the history of emergency notification systems.		
16.15 Demonstrate understanding of various emergency notification systems, their function, and interrelationships (Emergency Broadcasting System, Emergency Public Information System, Emergency Alert System, Digital Alert Emergency System, reverse 911, etc.).		
17.0 Demonstrate knowledge of the concepts of hazardous materials identification, decontamination and treatment protocols. – The student will be able to:		
17.01 Define hazardous material.		
17.02 Identify careers relating to hazardous materials and the prerequisites for job entry.		
17.03 Identify potential sources of harm to human health from hazardous materials and explain the primary hazard presented by each.		
17.04 Identify incompatible chemicals.		
17.05 Explore methods of eliminating or reducing exposure to environmental toxic agents.		
17.06 Demonstrate knowledge of basic principles of toxicology.		
17.07 Demonstrate knowledge of exposure limits to specific toxins.		
17.08 Demonstrate knowledge of the effects of toxic substances on specific body systems.		
17.09 Identify potential health hazards relating to chemical exposure.		
17.10 Identify symbols used to label hazardous materials.		
17.11 Identify decontamination and treatment procedures for people and equipment.		
17.12 Demonstrate knowledge of basic control, containment, and confinement procedures.		
17.13 Demonstrate the steps for approaching and managing a hazardous scene while providing for personal, team, and bystander safety.		
17.14 Identify and demonstrate the use of personal protective equipment as it relates to hazardous materials.		
17.15 Demonstrate understanding of OSHA policies regarding hazardous substances in emergency-prone areas.		

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

This course is designed to develop leadership skills in emergency management, knowledge of search and rescue techniques, dealing with terrorism, and firefighting.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Emergency Planning and Response.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
01.01.2	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. LAFS.1112.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
01.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	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. LAFS.1112.RST.3.7	
01.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
01.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Emergency Planning and Response.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
02.02.2	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. LAFS.1112.WHST.2.5	
02.02.3	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. LAFS.1112.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	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. LAFS.1112.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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. LAFS.1112.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Emergency Planning and Response.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards		Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
18.0 Demonstrate knowledge of emergency management leadership and administration concepts. – The student will be able to:		
18.01 Define emergency management.		
18.02 Discuss the history of emergency management.		
18.03 Demonstrate an understanding of the historical role that politics has played in emergency response.		
18.04 Identify careers available within emergency management and the prerequisites for job entry.		
18.05 Describe the basic organizational structure common to/used in emergency management, interagency cooperation and coordination in an emergency.		
18.06 Define the basic role and command of the incident commander and staff.		
18.07 Describe how various charitable, private, and government agencies interact in an emergency.		
18.08 Describe how local, county, state, and federal agencies interact in an emergency.		
19.0 Demonstrate knowledge of search and rescue techniques and protocols. – The student will be able to:		
19.01 Identify careers relating to search and rescue and the prerequisites for job entry.		
19.02 Describe the various search and rescue operations (wilderness, urban, combat, air-sea, mass rescue operations, cave, etc.).		
19.03 Identify the four areas of specialization for the Urban Search and		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
Rescue Task Force (search, rescue, technical, and medical personnel).		
19.04 Identify various government agencies' roles in civilian search and rescue.		
19.05 Describe the role of volunteers and volunteer organizations in search and rescue operations.		
19.06 Demonstrate knowledge of wilderness tracking skills.		
19.07 Demonstrate use of global positioning systems (GPS).		
19.08 Demonstrate knowledge of the various skills, responsibilities, and equipment used in search and rescue.		
19.09 Describe and discuss various types of alerting devices and systems (911, locator beacons, Morse code, signal flags, flares, etc.).		
19.10 Describe search methods used in various types of search and rescue operations.		
19.11 Discuss the role of satellites in search and rescue operations, including NOAA's Search and Rescue Satellite-Aided Tracking System (SARSAT).		
19.12 Identify the role and specific uses of animals as first responders.		
19.13 Identify basic training and certification for search and rescue animals and their trainers.		
20.0 Demonstrate knowledge of land, air and water contamination and response. – The student will be able to:		
20.01 Demonstrate knowledge of the history of contamination disasters and official responses to them.		
20.02 Demonstrate knowledge of the impacts of land, air, and water contamination on the environment.		
20.03 Discuss the origins of land, air, and water contamination.		
20.04 Identify national, state, and local emergency response agencies and departments and their roles in contamination emergencies.		
20.05 Discuss the role of the military in contamination emergencies.		
20.06 Discuss the responsibilities of individuals to prevent contamination of the environment.		
20.07 Discuss the responsibilities of industry to prevent contamination of the environment.		
20.08 Discuss the responsibilities of industry and government in clean-ups.		
20.09 Discuss the role of advocacy groups in response to environmental contamination.		

<b>CTE Standards and Benchmarks</b>	<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
20.10 Discuss the role of politics in making response decisions.		
21.0 Demonstrate knowledge of science (weather, oceanography, geosciences, etc.) and its role in natural disasters. – The student will be able to:		
21.01 Identify careers in natural sciences relating to first responders and the prerequisites for job entry.		
21.02 Define and describe the various types of natural disasters.		
21.03 Describe the weather and geophysical conditions that lead to various types of weather emergencies (wildfires, tornadoes, etc.).		
21.04 Demonstrate an understanding of the role meteorology plays in prediction and preparedness for weather emergencies.		
21.05 Demonstrate an understanding of the various regional and seasonal weather patterns and the role they play in natural disasters.		
21.06 Demonstrate knowledge of historical natural disasters and the human response to each.		
22.0 Demonstrate knowledge of Armed Services Agencies as first responders. – The student will be able to:		
22.01 Identify first responder careers in the military and the prerequisites for job entry.		
22.02 Identify the role of the National Guard in emergency response.		
22.03 Identify the role of the National Guard in community service.		
22.04 Demonstrate an understanding of the relationship between the state National Guard and the state government in emergency situations.		
22.05 Demonstrate knowledge of the role of the military in providing technical support and assistance to first responders in emergency situations, including civil unrest.		
22.06 Demonstrate knowledge of the role of the military in establishing and maintaining control during emergency situations including civil unrest.		
22.07 Demonstrate knowledge of the role of the military in abating the consequences of a terrorist attack.		
23.0 Demonstrate a knowledge of terrorism as it relates to first responders. – The student will be able to:		
23.01 Define terrorism and related terms.		
23.02 Identify and discuss the chief characteristics of terrorist activities.		
23.03 Identify careers in homeland security as they relate to terrorism and the prerequisites for job entry.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.04 Demonstrate knowledge of the history of domestic and international terrorism.		
23.05 Provide an overview of terrorist groups and activities in the United States.		
23.06 Demonstrate knowledge of the legal issues related to terrorism. Identify basic terms and definitions associated with Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) Hazards.		
23.07 Discuss the need to self-protect, keeping first responder safety as a priority.		
23.08 Discuss the role of first responders with regard to terrorism.		
23.09 Discuss the role of a crisis negotiation team and participate in a simulated emergency situation.		
23.10 Discuss the role of international agencies in combating terrorism (Interpol).		
23.11 Discuss the need to recognize the presence of and identify criminal activity or terrorism in an emergency.		
23.12 Discuss the role of counter-intelligence and technology in deterring terrorism.		
23.13 Demonstrate knowledge of the psychological impact of a terrorist event.		
23.14 Demonstrate an understanding of the terrorist profile.		
23.15 Demonstrate an understanding of attack-vulnerability factors.		
23.16 Identify chief characteristics of potential terrorist threats.		
24.0 Demonstrate knowledge of basic concepts of firefighting. – The student will be able to:		
24.01 Identify career opportunities in firefighting and the prerequisites for job entry.		
24.02 Identify training and skills necessary for firefighting.		
24.03 Describe the departmental organizational structure of firefighting and specific duties of employees.		
24.04 Demonstrate an understanding of different fire regulations at local, state, and federal levels.		
24.05 Classify the four types of fire and the methods of fighting each.		
24.06 Demonstrate an understanding of volunteer and community participation in firefighting.		
24.07 Describe the fire triangle: oxygen, fuel, and heat.		
24.08 Demonstrate knowledge of the concepts of fire hazards.		
24.09 Demonstrate an understanding of the role of EMT in firefighting.		



<b>CTE Standards and Benchmarks</b>	<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
24.10 Describe and demonstrate behaviors of physical wellness according to an individual's abilities.		
24.11 Discuss different types of carriers and techniques for removing an unconscious or disabled victim from a dangerous situation.		
24.12 Develop a personal fire safety plan.		

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
25.0 Prepare written reports. – The student will be able to:		
25.01 Identify the who-what-when-where-why-how elements of a report.		
25.02 Use vocabulary related to first responders correctly.		
25.03 Describe the purpose of different types of reports.		
25.04 Write a report with accuracy, completeness, conciseness, objectivity, and clarity and use proper grammar, spelling, punctuation and legibility.		
25.05 Identify and locate state statutes.		
26.0 Explain the importance of employability skill and entrepreneurship skills. – The student will be able to:		
26.01 Identify and demonstrate positive work behaviors needed to be employable.		
26.02 Develop personal career plan that includes goals, objectives, and strategies.		
26.03 Examine licensing, certification, and industry credentialing requirements.		
26.04 Maintain a career portfolio to document knowledge, skills, and experience.		
26.05 Evaluate and compare employment opportunities that match career goals.		
26.06 Identify and exhibit traits for retaining employment.		
26.07 Identify opportunities and research requirements for career advancement.		
26.08 Research the benefits of ongoing professional development.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.09 Examine and describe entrepreneurship opportunities as a career planning option.		
27.0 <u>Understand policies and procedures related to public policy and regulatory and records issues.</u> – The student will be able to:		
27.02 Demonstrate understanding of Occupational Safety and Health Administration (OSHA) policies as they pertain to first responders.		
27.03 Demonstrate an understanding of the regulations regarding record keeping as they relate to first responders.		
27.04 Demonstrate understanding of regulations regarding the training of first responders.		
27.05 Demonstrate understanding of the Stafford Disaster Relief and Emergency Assistance Act.		
27.06 Simulate the process of applying for federal disaster assistance in a given situation.		
27.08 Identify the elements of next-of-kin notification policies.		
28.0 <u>Demonstrate an understanding of the psychological impacts, both personal and regional, in first responder situations.</u> – The student will be able to:		
28.02 Summarize possible emotional reactions that a first responder may experience when faced with trauma and death.		
28.03 Discuss the possible reactions that family members may exhibit when confronted with trauma and death.		
28.04 Explain the steps in the first responder's approach to dealing with a family confronted with death and dying.		
28.05 Discuss the psychological effects on a community that has been struck by a disaster, especially the effects of stress and the factors that cause it.		
28.06 Discuss methods of reducing/alleviating stress during and after crises and disasters.		
28.07 Analyze and discuss the communal reaction to public policy responses to disaster.		
29.0 <u>Demonstrate an understanding of human diversity.</u> – The student will be able to:		
29.02 Identify cultural factors that may affect human relations and perceptions in emergency situations.		
29.03 Demonstrate an understanding of methods of communication that may enhance cooperation in culturally diverse communities.		
30.0 <u>Demonstrate knowledge of and participate in disaster practice.</u> – The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
30.02 Perform a disaster scene assessment and plan appropriate response. Participate in “tabletop” simulation activities.		
30.03 Plan and participate in a mock disaster drill.		
31.0 <u>Successfully work as a member of a team.</u> – The student will be able to:		
31.02 Accept responsibility for specific tasks in a given situation.		
31.03 Document progress, and provide feedback on work accomplished in a timely manner.		
31.04 Complete assigned tasks in a timely and professional manner.		
31.05 Reassign responsibilities when the need arises.		
31.06 Complete daily tasks as assigned on one’s own initiative.		
32.0 <u>Manage time according to a plan.</u> – The student will be able to:		
32.02 Set realistic time frames and schedules.		
32.03 Keep a written time sheet of work accomplished on a daily basis.		
32.04 Meet goals and objectives set by the team.		
32.05 Identify individual priorities.		
32.06 Complete a weekly evaluation of accomplishments, and reevaluate goals, objectives and priorities as needed.		
33.0 <u>Keep acceptable records of progress, problems and solutions.</u> – The student will be able to:		
33.02 Develop a record keeping system in the form of a log book to record daily progress.		
33.03 Use a project journal to identify problem statement		
33.04 Develop a portfolio of work accomplished to include design drawings, research, drawings and plans, models, mock-ups and prototypes.		
34.0 <u>Plan, organize and carry out a project plan.</u> – The student will be able to:		
34.02 Determine the scope of a project.		
34.03 Organize the team according to individual strengths.		
34.04 Assign specific tasks within a team.		
34.05 Determine project priorities.		
34.06 Identify required resources.		
34.07 Plan research, development, design, construction and manufacturing activities as required.		
34.08 Carry out the project plan to successful completion.		
35.0 <u>Manage resources.</u> – The student will be able to:		
35.02 Identify required resources for each stage of the project plan.		
35.03 Determine the methods needed to acquire needed resources.		
35.04 Demonstrate good judgment in the use of resources.		
35.05 Recycle and reuse resources where appropriate.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
35.06 Demonstrate an understanding of proper legal and ethical waste disposal.		
<b>36.0</b> <u>Carry out a research assignment and document the results of research efforts.</u> –The student will be able to:		
36.02 Identify the basic research needed to develop the project plan.		
36.03 Identify available resources for completing background research required in the project plan.		
36.04 Demonstrate the ability to locate resource materials in a library, data base, internet and other research resources.		
36.05 Demonstrate the ability to organize information retrieval.		
36.06 Demonstrate the ability to prepare a topic outline.		
36.07 Write a draft of the research report.		
36.08 Edit and proof the research report. Use proper form for a bibliography, footnotes, quotations and references.		
36.09 Prepare an electronically composed research paper in proper form.		
36.10 Conduct a research experiment.		
36.11 Complete a laboratory report on the experiment, documenting results, data and observations.		
36.12 Prepare a display of the experiment to include a title, problem statement, hypothesis, material list, procedure, results and observations, data tables and or graphs and charts, illustrations of the procedure, models, mock ups, devices or fixtures required conclusion safety statements and an abstract.		
<b>37.0</b> <u>Use presentation skills and appropriate media to describe the progress, results and outcomes of the experience.</u> – The student will be able to:		
37.02 Prepare a multi-media presentation on the completed project.		
37.03 Make an oral presentation, using multi-media materials.		
37.04 Review the presentation, and make changes in the delivery method(s) to improve presentation skills.		
<b>38.0</b> <u>Demonstrate competency in the area of expertise that this project is based upon.</u> – The student will be able to:		
38.02 Demonstrate a mastery of the content of the selected subject area.		
38.03 Demonstrate the ability to use related technological tools, materials and processes related to the specific program area.		
38.04 Demonstrate the ability to apply the knowledge, experience and skill developed in the previous program completion to the successful completion of this demonstration.		
38.05 Demonstrate the acquisition of additional knowledge, skill and experience in one area of the selected field of study beyond the		

<b>CTE Standards and Benchmarks</b>	<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
program standards.		

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Career and Technical Student Organization (CTSO)**

FPSA, Inc. ([www.fpsainc.org](http://www.fpsainc.org)) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified

for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

### **Equivalent Mathematics and Equally Rigorous Science Courses**

Equally rigorous science courses are based upon levels of cognitive complexity of content specific benchmarks, depth and breadth of content focus, and required laboratory components.



**Florida Department of Education  
Curriculum Framework**

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

**Secondary – Career Preparatory**

Course Number	8603000
CIP Number	0744999901
Grade Level	11-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY PUBLIC SERV OCC ED G
CTSO	FPSA Inc.

**Purpose**

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

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

**Course Structure**

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

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

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

**Common Career Technical Core – Career Ready Practices**

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

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

## **Standards**

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

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Government and Public Administration Directed Study  
**Course Number:** 8603000  
**Course Credit:** 1

<b>CTE Standards and Benchmarks</b>	
01.0	Demonstrate expertise in a specific occupation within the career cluster--The student will be able to:
01.01	The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs.
02.0	Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results--The student will be able to:
02.01	Select investigative study referencing prior research and knowledge.
02.02	Collect, organize and analyze data accurately and precisely.
02.03	Design procedures to test the research.
02.04	Report, display and defend the results of investigations to audiences that may include professionals and technical experts.
03.0	Apply enhanced leadership and professional career skills--The student will be able to:
03.01	Develop and present a professional presentation offering potential solutions to a current issue.
03.02	Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.
03.03	Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.
03.04	Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.
04.0	Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study--The student will be able to:
04.01	Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
04.02	Read and interpret information relative to the chosen occupation.
04.03	Locate and evaluate key elements of oral and written information.
04.04	Analyze and apply data and/or measurements to solve problems and interpret documents.
04.05	Construct charts/tables/graphs using functions and data.

## **Additional Information**

### **Laboratory Activities**

A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

### **Career and Technical Student Organization (CTSO)**

FPSA, Inc. is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education  
Curriculum Framework**

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

**Secondary – Career Preparatory**

Program Number	8744000
CIP Number	0615050600
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	ANY VOC FIELD OR COVERAGE
CTSO	FPSA, Inc.
SOC Codes (all applicable)	17-3025 Environmental Engineering Technicians
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government and Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government and Public Administration career cluster.

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

## Program Structure

This program is a planned sequence of instruction consisting of one core and three occupational completion points.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8744010	Public Works Cadet 1	1 credit	17-3025	2
B	8744020	Public Works Cadet 2	1 credit	17-3025	2
C	8744030	Public Works Cadet 3	1 credit	17-3025	2
	2001310	Earth/Space Science OR	1 credit	17-3025	2
	2001340	Environmental Science OR	1 credit	17-3025	2
	2003310	Physical Science	1 credit	17-3025	2

## Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Course #1	^^	^^	^^	#	#	#	#	#	#	#	#	#
Course #2	^^	^^	^^	#	#	#	#	#	#	#	#	#
Course #3	^^	^^	^^	#	#	#	#	#	#	#	#	#

^^ Alignment pending full implementation of the

\*\* Alignment pending review

Florida Standards for Mathematics.

# Alignment attempted, but no correlation to academic course

## Florida Standards for Technical Subjects

*Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.*

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

### **Florida Standards for Mathematics & Language Arts (FS-M/LA)**

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

### **Next Generation Sunshine State Standards (NGSSS) - Science**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.



**Common Career Technical Core – Career Ready Practices**

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

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

## Standards

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

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Public Works.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Public Works.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Public Works.
- 04.0 Identify requirements for orientation and safety.
- 05.0 Identify tools/equipment used in public works.
- 06.0 Describe basic elements in water treatment.
- 07.0 Describe basic elements in water distribution.
- 08.0 Describe basic elements in wastewater treatment.
- 09.0 Identify basic elements in wastewater collections.
- 10.0 Identify basic elements in storm water system.
- 11.0 Identify basic elements in equipment maintenance.
- 12.0 Identify basic elements in technical design and drafting.
- 13.0 Describe basic elements in solid waste disposal.
- 14.0 Identify basic elements in parks, buildings and grounds.
- 15.0 Demonstrate employability skills.
- 16.0 Operate computer, using software.
- 17.0 Identify basic elements in utility locations.
- 18.0 Identify basic elements in equipment operations.
- 19.0 Identify basic elements in traffic operations.
- 20.0 Identify basic elements in public work requiring people skills.
- 21.0 Describe basic elements in the gas industry.
- 22.0 Prepare for commercial driving license.
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Public Works.
- 01.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Public Works.
- 02.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Public Works.
- 03.0 Describe the importance of professional ethics and legal responsibilities.
- 24.0 Perform designated job skills.

2014 – 2015

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Public Works Cadet 1  
**Course Number:** 8744010  
**Course Credit:** 1 Credit

**Course Description:**

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

<b>Florida Standards</b>		<b>Correlation to CTE Program Standard #</b>
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Public Works.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  LAFS.910.RST.1.1	
01.01.2	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.  LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.  LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  LAFS.910.RST.2.4	

Florida Standards		Correlation to CTE Program Standard #
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	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. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	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. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
01.04.2		
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Public Works.		
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate	

Florida Standards		Correlation to CTE Program Standard #
	them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	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. LAFS.910.WHST.2.5	
02.02.3	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. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	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. LAFS.910.WHST.3.7	
02.03.2	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. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Public Works.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	

Florida Standards	Correlation to CTE Program Standard #
03.02 Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
03.03 Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
03.04 Model with mathematics.	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 <u>Identify rules for orientation and safety.</u> --The student will be able to:		
04.01 Comply with school policies and procedures.		
04.02 Identify goals of the public works.		
04.03 Demonstrate correct procedures for "CPR"/First Aid.		
04.04 Describe rules for defensive driving.		
04.05 Describe principles of "Right to know".		
05.0 <u>Identify tools and equipment used in public works.</u> --The student will be able to:		
05.01 Describe the various tools used in public works.		
05.02 Describe the various equipment used in public works.		
05.03 Describe safety practices when working with tools.		
06.0 <u>Describe basic elements in water treatment.</u> --The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
03.01 Describe the importance of water treatment.		
06.02 Identify sources of water and calculate math as required.		
06.03 Discuss ways of disinfecting water.		
06.04 Define "pH" Scale.		
06.05 Identify requirements for certification.		
06.06 Discuss job opportunities in water treatment.		
07.0 <u>Describe basic elements in water distribution.</u> --The student will be able to:		
07.01 Identify parts of a distribution system.		
07.02 Discuss ways of protecting the water system.		
07.03 Discuss materials used in water distribution.		
07.04 Identify requirements for certification.		
07.05 Discuss job opportunities in water distribution.		
08.0 <u>Describe basic elements in wastewater treatment.</u> --The student will be able to:		
08.01 List objectives of wastewater treatment.		
08.02 Define wastewater.		
08.03 List sources of wastewater.		
08.04 Identify basic steps in wastewater treatment.		
08.05 Identify requirements for certification.		
08.06 Discuss job opportunities in wastewater treatment.		
09.0 <u>Describe basic elements in wastewater collections.</u> --The student will be able to:		
09.01 Define wastewater collection system.		
09.02 Identify components of a wastewater collection system.		
09.03 Identify materials used in wastewater collection systems.		
09.04 Identify requirements for certification.		
09.05 Discuss job opportunities in wastewater collection.		
10.0 <u>Describe basic elements in storm water systems.</u> --The student will be able to:		
10.01 Identify storm water regulations and laws.		
10.02 Discuss drainage pipe structures/installation.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.03 Discuss effects of storm water on the environment.		
10.04 Identify requirements for certification.		
10.05 Discuss job opportunities in storm water.		
11.0 <u>Identify basic elements in equipment maintenance.</u> --The student will be able to:		
11.01 Identify stationary equipment.		
11.02 Describe role of the equipment mechanic.		
11.03 Describe qualifications needed to work on stationary equipment.		
11.04 Describe career ladder for equipment mechanics.		
11.05 Identify mobile equipment.		
11.06 Describe role of mobile equipment mechanic.		
11.07 Describe qualifications needed to work as mobile equipment mechanic.		
11.08 Describe career opportunities for stationary equipment mechanic.		
12.0 <u>Identify basic elements in technical design and drafting.</u> --The student will be able to:		
12.01 Identify tools and supplies and calculate math for drafters and engineers.		
12.02 Calculate math problems and read a Philadelphia Rod.		
12.03 Demonstrate how to set up and level transit.		
12.04 Describe career ladder in drafting and engineering.		
12.05 Describe job opportunities in engineering.		
12.06 Identify use of contract document.		
12.07 Identify legal requirements for bidding.		
13.0 <u>Describe basic elements in solid waste disposal.</u> --The student will be able to:		
13.01 Identify basic characteristics of solid waste treatment.		
13.02 Describe procedure for collecting garbage.		
13.03 Describe effect of solid waste on environment.		
13.04 Describe career ladder for solid waste disposal.		
13.05 Describe job opportunities in the field of solid waste.		
14.0 Identify basic elements in parks, buildings and grounds.--The student will		



CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
be able to:		
14.01 Define the role of a maintenance worker.		
14.02 Identify the requirements to work with chemicals.		
14.03 Identify job opportunities in parks, buildings and grounds.		
14.04 Recognize careers related to parks, buildings and grounds.		
<b>15.0 Demonstrate employability skills.--The student will be able to:</b>		
15.01 Locates, gathers, analyzes, and evaluates necessary information for performing an effective job search.		
15.02 Gather, analyze and synthesize information on a specific job.		
15.03 Select appropriate documents and produce final documents to be used for job applications.		
15.04 Complete a job application.		
15.05 Uses appropriate listening, viewing, and speaking strategies effectively in demonstrating competencies in job interview techniques.		
15.06 Select and use appropriate listening, viewing, and speaking strategies for effectively communicating with and responding to an employer supervisor.		
15.07 Identify and demonstrate communication, personal health, evaluation, and decision-making strategies necessary for acceptable work habits.		
15.08 Apply an understanding of communication and language impact on workplace situations and on making job changes.		
<b>16.0 Operate computer using software.--The student will be able to:</b>		
16.01 Utilize a CAI package for microcomputer operations.		
16.02 Ready microcomputers and diskettes for processing.		
16.03 Load and utilize an application package.		
16.04 Describe career opportunities for stationary equipment mechanic.		

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Public Works Cadet 2  
**Course Number:** 8744020  
**Course Credit:** 1 Credit

**Course Description:** This is the second course in a planned sequence of instruction. This course provides students with competencies in preparation for a commercial driving license, basic elements in public work requiring people skills and in the gas industry. It further provides basic elements in utility locations, equipment operations, and traffic operations.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
17.0 <u>Identify basic elements in utility locations.</u> --The student will be able to:		
17.01 Define utilities.		
17.02 Identify common utilities.		
17.03 Discuss private utilities.		
17.04 Identify surface features.		
17.05 Discuss job opportunities in utility locations.		
18.0 <u>Identify basic elements in equipment operations.</u> --The student will be able to:		
18.01 Identify heavy equipment used in public works		
18.02 Explain safety practices used in equipment operations.		
18.03 Describe career ladder for equipment operations.		
18.04 Describe career opportunities as an equipment operator.		
19.0 <u>Identify basic elements opportunities in traffic operations.</u> --The student will be able to:		
19.01 Explain the importance of traffic operations.		
19.02 Explain how to minimize liability and litigation.		
19.03 Explain career ladder in traffic control.		
19.04 Describe and calculate distance for barricades in the work zone.		
19.05 Explain the requirements for certification as a traffic control operator.		
19.06 Describe the importance of signs and marketing on streets and		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
calculating the height of signs.		
19.07 Describe the importance of street construction.		
20.0 <u>Identify basic elements in public works requiring people skills.</u> --The student will be able to:		
20.01 Identify skills needed for listening.		
20.02 Describe the importance of good attitude.		
20.03 Discuss instruments used for evaluation.		
20.04 Describe methods of non-verbal communication.		
20.05 Describe methods of verbal communication.		
20.06 Discuss basic human needs.		
20.07 Discuss role of good work ethics.		
20.08 Discuss principles of human relations.		
20.09 Discuss principles of customer relations.		
21.0 <u>Describe basic elements in the gas industry.</u> --The student will be able to:		
21.01 Discuss history of gas.		
21.02 Identify tools and equipment used in gas industry.		
21.03 Discuss safety procedures when using gas and calculate pipe size for gas lines.		
21.04 Identify requirements for license and certification.		
21.05 Identify career opportunities in the gas industry.		
22.0 <u>Prepare for commercial driving license.</u> --The student will be able to:		
22.01 Identify steps for basic vehicle (26,000-lb. truck) inspection.		
22.02 Explain the rules for road emergencies.		
22.03 Discuss guidelines for night driving.		
22.04 Discuss guidelines for controlling speed.		
22.05 Identify safety measures for controlling vehicles.		
22.06 Discuss air brakes.		
22.07 Describe procedures for parallel parking, measured right turn, and backing up.		
22.08 Demonstrate pre-trip inspection.		
22.09 Discuss road trip.		
22.10 Describe procedures for acquiring license. Practical driving experience for the postsecondary students only.		

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Public Works Cadet 3  
**Course Number:** 8744030  
**Course Credit:** 1 Credit

**Course Description:**

**Course Description:** This is the third and final course (excluding the required elective) in a planned sequence of instruction. This course provides students with competencies in demonstration of work ethics and how to perform designated job skills.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Public Works.	
	01.01 Key Ideas and Details	
	01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
	01.01.2 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. LAFS.1112.RST.1.2	
	01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
	01.02 Craft and Structure	
	01.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
	01.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
	01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	

Florida Standards		Correlation to CTE Program Standard #
01.03	Integration of Knowledge and Ideas	
01.03.1	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. LAFS.1112.RST.3.7	
01.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
01.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Public Works.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing,	

Florida Standards		Correlation to CTE Program Standard #
	rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
02.02.3	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. LAFS.1112.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	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. LAFS.1112.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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. LAFS.1112.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Public Works.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	
03.05	Use appropriate tools strategically.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:		
23.01 Evaluate and justify decisions based on ethical reasoning.		
23.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
23.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
23.04 Interpret and explain written organizational policies and procedures.		
24.0 Perform designated job skills.--The student will be able to:		
24.01 Apply safety procedures on the job.		
24.02 Follow written and oral directions.		
24.03 Display an acceptable level of productivity and quality control.		
24.04 Demonstrate appropriate dress and personal hygiene.		
24.05 Demonstrate reacting to constructive criticism in a positive manner.		
24.06 Communicate effectively with employer and coworkers.		
24.07 Demonstrate initiative.		
24.08 Demonstrate decision making and problem-solving skills.		
24.09 Demonstrate punctuality and reliability by working as scheduled.		
24.10 Demonstrate interest and enthusiasm for the job and for the training station.		

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Career and Technical Student Organization (CTSO)**

FPSA, Inc. is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified



for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

### **Equivalent Mathematics and Equally Rigorous Science Courses**

Equally rigorous science courses are based upon levels of cognitive complexity of content specific benchmarks, depth and breadth of content focus, and required laboratory components.

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Introduction to Government and Public Administration  
**Course Type:** Orientation/Exploratory and Career Planning  
**Career Cluster:** Government and Public Administration

<b>Secondary – Middle School</b>	
Program Number	8900210
CIP Number	07439999EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	TEC CONSTR @7 7G ANY PUBLIC SERV OCC ED G
CTSO	N/A
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

**Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Government and Public Administration career cluster. The content includes but is not limited to education and information services; natural resource management; public administration; social and economic services; urban, rural and community development; transportation industry; public safety, corrections and judicial services; national defense occupations. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

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

## **Standards**

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

- 01.0 Demonstrate an understanding of the Governance career pathway.
- 02.0 Demonstrate an understanding of the National Security career pathway.
- 03.0 Demonstrate an understanding of the Foreign Service career pathway.
- 04.0 Demonstrate an understanding of the Planning career pathway.
- 05.0 Demonstrate an understanding of the Revenue and Taxation career pathway.
- 06.0 Demonstrate an understanding of the Regulation career pathway.
- 07.0 Demonstrate an understanding of the Public Management and Administration career pathway.
- 08.0 Apply leadership and communication skills.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.
- 11.0 Identify components of network systems.
- 12.0 Describe and use communication features of information technology.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Exploration of Public Service Occupations  
(Introduction of Government and Public Administration)  
**Course Number:** 8900210  
**Course Credit:** Semester

**Course Description:**

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

**CTE Standards and Benchmarks**

<b>01.0</b>	<b>Demonstrate an understanding of the Governance career pathway.--The student will be able to:</b>
01.01	Define and use proper terminology associated with the Governance career pathway.
01.02	Describe some of the careers available in the Governance career pathway.
01.03	Identify common characteristics of the careers in the Governance career pathway.
01.04	Research the history of the Governance career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the Governance career pathway.
01.06	Describe technologies associated in careers within the Governance career pathway.
<b>02.0</b>	<b>Demonstrate an understanding of the National Security career pathway.--The student will be able to:</b>
02.01	Define and use proper terminology associated with the National Security career pathway.
02.02	Describe some of the careers available in the National Security career pathway.
02.03	Identify common characteristics of the careers in the National Security career pathway.
02.04	Research the history of the National Security career pathway and describe how the careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the National Security career pathway.
02.06	Describe technologies associated in careers within the National Security career pathway.
<b>03.0</b>	<b>Demonstrate an understanding of the Foreign Service career pathway.--The student will be able to:</b>
03.01	Define and use proper terminology associated with the Foreign Service career pathway.
03.02	Describe some of the careers available in the Foreign Service career pathway.
03.03	Identify common characteristics of the careers in the Foreign Service career pathway.
03.04	Research the history of the Foreign Service career pathway and describe how the careers have evolved and impacted society.
03.05	Identify skills required to successfully enter any career in the Foreign Service career pathway.
03.06	Describe technologies associated in careers within the Foreign Service career pathway.

**CTE Standards and Benchmarks**

04.0	<u>Demonstrate an understanding of the Planning career pathway.</u> --The student will be able to:
04.01	Define and use proper terminology associated with the Planning career pathway.
04.02	Describe some of the careers available in the Planning career pathway.
04.03	Identify common characteristics of the careers in the Planning career pathway.
04.04	Research the history of the Planning career pathway and describe how the careers have evolved and impacted society.
04.05	Identify skills required to successfully enter any career in the Planning career pathway.
04.06	Describe technologies associated in careers within the Planning career pathway.
05.0	<u>Demonstrate an understanding of the Revenue and Taxation career pathway.</u> --The student will be able to:
05.01	Define and use proper terminology associated with the Revenue and Taxation career pathway.
05.02	Describe some of the careers available in the Revenue and Taxation career pathway.
05.03	Identify common characteristics of the careers in the Revenue and Taxation career pathway.
05.04	Research the history of the Revenue and Taxation career pathway and describe how the careers have evolved and impacted society.
05.05	Identify skills required to successfully enter any career in the Revenue and Taxation career pathway.
05.06	Describe technologies associated in careers within the Revenue and Taxation career pathway.
06.0	<u>Demonstrate an understanding of the Regulation career pathway.</u> --The student will be able to:
06.01	Define and use proper terminology associated with the Regulation career pathway.
06.02	Describe some of the careers available in the Regulation career pathway.
06.03	Identify common characteristics of the careers in the Regulation career pathway.
06.04	Research the history of the Regulation career pathway and describe how the careers have evolved and impacted society.
06.05	Identify skills required to successfully enter any career in the Regulation career pathway.
06.06	Describe technologies associated in careers within the Regulation career pathway.
07.0	<u>Demonstrate an understanding of the Public Management and Administration career pathway.</u> --The student will be able to:
07.01	Define and use proper terminology associated with the Public Management and Administration career pathway.
07.02	Describe some of the careers available in the Public Management and Administration career pathway.
07.03	Identify common characteristics of the careers in the Public Management and Administration career pathway.
07.04	Research the history of the Public Management and Administration career pathway and describe how the careers have evolved and impacted society.
07.05	Identify skills required to successfully enter any career in the Public Management and Administration career pathway.
07.06	Describe technologies associated in careers within the Public Management and Administration career pathway.
08.0	<u>Apply leadership and communication skills.</u> --The student will be able to:
08.01	Discuss the establishment and history of the Florida Public Service Association (FPSA) organization.
08.02	Identify the characteristics and responsibilities of organizational leaders.
08.03	Demonstrate parliamentary procedure skills during a meeting.
08.04	Participate on a committee which has an assigned task and report to the class.
08.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
08.06	Use a computer to assist in the completion of a project related to the Government and Public Administration career cluster.

**CTE Standards and Benchmarks**

09.0	<u>Describe how information technology is used in Introduction to Government and Public Administration career cluster.</u> – The student will be able to:
09.01	Identify information technology (IT) careers in the Introduction to Government and Public Administration career cluster, including the responsibilities, tasks and skills they require.
09.02	Relate information technology project management concepts and terms to careers in the Introduction to Government and Public Administration career cluster.
09.03	Manage information technology components typically used in professions of the Introduction to Government and Public Administration career cluster.
09.04	Identify security-related ethical and legal IT issues faced by professionals in the Introduction to Government and Public Administration career cluster.
10.0	<u>Use information technology tools.</u> -- The student will be able to:
10.01	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Introduction to Government and Public Administration career cluster.
10.02	Use e-mail clients to send simple messages and files to other Internet users.
10.03	Demonstrate ways to communicate effectively using Internet technology.
10.04	Use different types of web search engines effectively to locate information relevant to the Introduction to Government and Public Administration career cluster.
11.0	<u>Identify components of network systems.</u> --The student will be able to:
11.01	Identify structure to access internet, including hardware and software components.
11.02	Identify and configure user customization features in web browsers, including preferences, caching, and cookies.
11.03	Recognize essential database concepts.
11.04	Define and use additional networking and internet services.
12.0	<u>Describe and use communication features of information technology.</u> -- The student will be able to:
12.01	Define important internet communications protocols and their roles in delivering basic Internet services.
12.02	Identify basic principles of the Domain Name System (DNS).
12.03	Identify security issues related to Internet clients.

## Additional Information

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Career and Technical Student Organization (CTSO)**

The Florida Public Service Association ([www.fpsainc.org](http://www.fpsainc.org)) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

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

**Secondary – Non Career Preparatory**

Program Number	8900330
CIP Number	07439997PA
Grade Level	9-12, 30,31
Standard Length	1 credit
Teacher Certification	ANY PUBLIC SERV OCC ED G
CTSO	FPSA
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Statewide Articulation	8900330

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government and Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government and Public Administration career cluster.

The content includes but is not limited to : employability skills; safe and efficient work practices; communication skills; computer skills; human relations; leadership skills; first aid and disease prevention; firefighting; public safety issues; land, air and water quality technology; the educational system; civil engineering; the criminal justice system; transportation services; social services; and regulatory and records services. **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.



## Program Structure

This program is a planned sequence of instruction consisting of one credit.

The following table illustrates the secondary program structure:

Course Number	Course Title	Length	Level
8900330	Principles of Public Service	1 credit	2

## Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Principles of Public Service	^^	^^	^^	**	**	**	**	**	**	**	**	**

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

## Florida Standards for Technical Subjects

*Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.*

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

## Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

### **Next Generation Sunshine State Standards (NGSSS) - Science**

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

### **Common Career Technical Core – Career Ready Practices**

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

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

**Standards**

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

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Principles of Public Service.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Principles of Public Service.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Principles of Public Service.
- 04.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 05.0 Explain the importance of employability skill and entrepreneurship skills.
- 06.0 Use information technology tools.
- 07.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 08.0 Demonstrate mathematics knowledge and communication skills.
- 09.0 Perform basic first aid skills, including CPR.
- 10.0 Discuss blood borne pathogens including AIDS and Hepatitis B.
- 11.0 Discuss the services of employees in firefighting.
- 12.0 Discuss the services of employees in land, air quality, and water technology.
- 13.0 Discuss the services of employees in educational services.
- 14.0 Discuss the services of employees in public safety.
- 15.0 Discuss the services of employees in the criminal justice system.
- 16.0 Discuss the services of employees in civil engineering.
- 17.0 Discuss the services of employees in transportation services.
- 18.0 Discuss the services of employees in social services.
- 19.0 Discuss the services of employees in regulatory and records services.

**Florida Department of Education  
Student Performance Standards**

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

**Course Description:**

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

<b>Florida Standards</b>		<b>Correlation to CTE Program Standard #</b>
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Principles of Public Service.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  LAFS.910.RST.1.1	
01.01.2	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.  LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.  LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.  LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).  LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
<b>01.03 Integration of Knowledge and Ideas</b>	
<p>01.03.1 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.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 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.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
<b>01.04 Range of Reading and Level of Text Complexity</b>	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
<b>02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Principles of Public Service.</b>	
<b>02.01 Text Types and Purposes</b>	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
<b>02.02 Production and Distribution of Writing</b>	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	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. LAFS.910.WHST.2.5	
02.02.3	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. LAFS.910.WHST.2.6	
<b>02.03 Research to Build and Present Knowledge</b>		
02.03.1	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. LAFS.910.WHST.3.7	
02.03.2	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. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
<b>02.04 Range of Writing</b>		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
<b>03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Principles of Public Service.</b>		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.0 <u>Demonstrate personal money-management concepts, procedures, and strategies.</u> – The student will be able to:		
04.01 Identify and describe the services and legal responsibilities of financial institutions.		
04.02 Describe the effect of money management on personal and career goals.		
04.03 Develop a personal budget and financial goals.		
04.04 Complete financial instruments for making deposits and withdrawals.		
04.05 Maintain financial records.		
04.06 Read and reconcile financial statements.		
04.07 Research, compare and contrast investment opportunities.		
05.0 <u>Explain the importance of employability skill and entrepreneurship skills</u> -- The student will be able to:		
05.01 Identify and demonstrate positive work behaviors needed to be employable.		
05.02 Develop personal career plan that includes goals, objectives, and strategies.		
05.03 Examine licensing, certification, and industry credentialing		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
requirements.		
05.04 Maintain a career portfolio to document knowledge, skills, and experience.		
05.05 Evaluate and compare employment opportunities that match career goals.		
05.06 Identify and exhibit traits for retaining employment.		
05.07 Identify opportunities and research requirements for career advancement.		
05.08 Research the benefits of ongoing professional development.		
05.09 Examine and describe entrepreneurship opportunities as a career planning option.		
05.10 Describe the nature and types of business organizations.		
05.11 Explain the effect of key organizational systems on performance and quality.		
05.12 List and describe quality control systems and/or practices common to the workplace.		
05.13 Explain the impact of the global economy on business organizations.		
05.14 Evaluate and justify decisions based on ethical reasoning.		
05.15 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
05.16 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
05.17 Interpret and explain written organizational policies and procedures.		
<b>06.0 <u>Use information technology tools.</u> --The student will be able to:</b>		
06.01 Use personal information management (PIM) applications to increase workplace efficiency.		
06.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
06.03 Employ computer operations applications to access, create, manage, integrate, and store information.		



CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.04 Employ collaborative/groupware applications to facilitate group work.		
<b>07.0 <u>Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.</u> – The student will be able to:</b>		
07.01 Employ leadership skills to accomplish organizational goals and objectives.		
07.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
07.03 Conduct and participate in meetings to accomplish work tasks.		
07.04 Employ mentoring skills to inspire and teach others.		
07.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.		
07.06 Employ critical thinking and interpersonal skills to resolve conflicts.		
07.07 Identify and document workplace performance goals and monitor progress toward those goals.		
07.08 Conduct technical research to gather information necessary for decision-making.		
<b>08.0 <u>Demonstrate mathematics knowledge and communication skills.</u> --The student will be able to:</b>		
08.01 Demonstrate knowledge of arithmetic operations.		
08.02 Analyze and apply data and measurements to solve problems and interpret documents.		
08.03 Construct charts/tables/graphs using functions and data.		
08.04 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
08.05 Locate, organize and reference written information from various sources.		
08.06 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
08.07 Interpret verbal and nonverbal cues/behaviors that enhance communication.		
08.08 Apply active listening skills to obtain and clarify information.		
08.09 Develop and interpret tables and charts to support written and oral communications.		
08.10 Exhibit public relations skills that aid in achieving customer		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
satisfaction.		
09.0 <u>Perform basic first aid skills, including CPR.</u> --The student will be able to:		
09.01 Demonstrate personal hygiene.		
09.02 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
09.03 Discuss appropriate steps to ensure safety and triage in emergency situations.		
09.04 Demonstrate basic understanding of First Aid and emergency care.		
09.05 Demonstrate artificial respiration (CPR).		
09.06 Explain emergency procedures to follow in response to workplace accidents.		
09.07 Create a disaster and/or emergency response plan.		
09.08 Activate local emergency medical system (EMS).		
10.0 <u>Discuss blood borne pathogens including AIDS and Hepatitis-B.</u> --The student will be able to:		
10.01 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens.		
10.02 Identify community resources and services available to individuals with diseases caused by blood borne pathogens.		
10.03 Identify "at risk" behaviors which promote the spread of AIDS and the public education necessary to combat the spread of diseases caused by blood borne pathogens.		
10.04 Apply infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of all patients following Centers for Disease Control (CDC) guidelines.		
10.05 Demonstrate knowledge of the legal aspects of AIDS, including testing.		
11.0 <u>Discuss the services of employees in firefighting.</u> --The student will be able to:		
11.01 Discuss careers in firefighting.		
11.02 Discuss career opportunities upon completion of firefighting programs.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
11.03 Discuss career opportunities for Firesafety Inspectors and Special Firesafety Inspectors.		
11.04 Identify the skills, training, and education needed for a career in firefighting.		
11.05 Discuss fire department organization and responsibilities.		
11.06 Describe local, state, and federal fire regulations.		
11.07 Demonstrate knowledge of common personal protective activities (elimination of fire hazards).		
11.08 Discuss volunteer and community participation programs in firefighting.		
11.09 Define the concepts of fire hazards, alarms, smoke detectors, fire extinguishers, family evacuation routes, alerting emergency services, wildland fires, arson, insurance fraud, and pyrotechnic devices.		
11.10 Define the four classes of fire and the methods of fighting each class.		
12.0 <u>Discuss the services of employees in land, air quality, and water technology.</u> --The student will be able to:		
12.01 Discuss careers in land, air quality, and water technology.		
12.02 Describe the role of federal, state, and local regulatory agencies.		
12.03 Define the concepts of environmental planning, resource conservation, disease control, pollution prevention and control, and Geographic Information Systems (GIS) in resource management.		
13.0 <u>Discuss the services of employees in educational services.</u> --The student will be able to:		
13.01 Discuss careers in educational services.		
13.02 Describe the career opportunities of the paraprofessional teacher aid and the regulations governing those in that occupation.		
13.03 Discuss the concepts of teacher certification and student evaluation.		
13.04 Define accountability, performance standards, and life-long learning.		
13.05 Demonstrate a teaching practicum.		
14.0 <u>Discuss the services of employees in public safety.</u> --The student will be able		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
to:		
14.01 Discuss careers in public safety (EMS, Public Safety, Communications, and Civil Defense).		
14.02 Describe career skills, training, and education needed for a career in public safety.		
14.03 Describe career opportunities upon completion of local and state postsecondary public safety programs.		
14.04 Describe municipal, county, and state emergency management agencies and their roles.		
15.0 <u>Discuss the services of employees in the criminal justice system.</u> --The student will be able to:		
15.01 Discuss the career opportunities within local, state, and federal criminal justice systems.		
15.02 Describe career opportunities upon completion of Criminal Justice Operations.		
15.03 Describe career opportunities upon completion of Private Security Officer.		
15.04 Describe career opportunities in the field of investigations, both private and public.		
15.05 Identify the skills, training, and education needed for a career in the Criminal Justice System.		
15.06 Describe career opportunities within the judicial process, from the initial crime incident to reporting the release of offenders from prison.		
15.07 Define mediation and discuss concepts of mediation (peer, civil, and criminal).		
16.0 <u>Discuss the services of employees in civil engineering.</u> --The student will be able to:		
16.01 Discuss careers and opportunities in civil engineering (urban planners, surveyors, and draftsmen).		
16.02 Describe career opportunities upon completion of Civil Engineering Aide.		
16.03 Describe career opportunities upon completion of local and state postsecondary programs in civil engineering.		
16.04 Define the concepts of zoning board, allocation, planning, geological survey, and Geographic Information Systems (GIS) in urban planning.		
16.05 Discuss the need for public services allocation and planning.		

<b>CTE Standards and Benchmarks</b>	<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
16.06 Explain the interrelation of local, state, and national public services.		
<b>17.0 <u>Discuss the services of employees in transportation services.</u>--The student will be able to:</b>		
17.01 Discuss careers in transportation services.		
17.02 Identify the skills, training, and education needed for a career in transportation services.		
17.03 Define the concept of public transportation.		
<b>18.0 <u>Discuss the services of employees in social services.</u>--The student will be able to:</b>		
18.01 Discuss careers in social services.		
18.02 Identify the skills, training, and education needed for a career in social services.		
18.03 Describe social services available in a local community.		
18.04 Discuss access for legal counsel and economic assistance programs in the local community.		
18.05 Define the concepts of child abuse, child neglect, spouse, and dependency.		
18.06 Discuss local help available for suicide counseling, abuse counseling, and sexual abuse counseling.		
<b>19.0 <u>Discuss the services of employees in regulatory and records services.</u>--The student will be able to:</b>		
19.01 Discuss careers in regulatory and records services.		
19.02 Identify the skills, training, and education needed for a career in regulatory services.		
19.03 Discuss the regulatory functions of government.		
19.04 Discuss the process in obtaining licenses (municipal, county, and state).		

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

N/A

### **Career and Technical Student Organization (CTSO)**

The Florida Public Service Association ([www.fpsainc.org](http://www.fpsainc.org)) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

### **Articulation**

For details on articulation agreements which correlate to programs and industry certifications refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

### **Equivalent Mathematics and Equally Rigorous Science Courses**

Equally rigorous science courses are based upon levels of cognitive complexity of content specific benchmarks, depth and breadth of content focus, and required laboratory components.

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Introduction to Government and Public Administration and Career Planning  
**Course Type:** Orientation/Exploratory and Career Planning  
**Career Cluster:** Government and Public Administration

<b>Secondary – Middle School</b>	
Program Number	8900360
CIP Number	148900360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	TEC CONSTR @7 7G ANY PUBLIC SERV OCC ED G
CTSO	FPSA
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

**Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Government and Public Administration career cluster. The content includes but is not limited to education and information services; natural resource management; public administration; social and economic services; urban, rural and community development; transportation industry; public safety, corrections and judicial services; national defense occupations. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

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



## **Standards**

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

- 01.0 Demonstrate an understanding of the Governance career pathway.
- 02.0 Demonstrate an understanding of the National Security career pathway.
- 03.0 Demonstrate an understanding of the Foreign Service career pathway.
- 04.0 Demonstrate an understanding of the Planning career pathway.
- 05.0 Demonstrate an understanding of the Revenue and Taxation career pathway.
- 06.0 Demonstrate an understanding of the Regulation career pathway.
- 07.0 Demonstrate an understanding of the Public Management and Administration career pathway.
- 08.0 Apply leadership and communication skills.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.
- 11.0 Identify components of network systems.
- 12.0 Describe and use communication features of information technology.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Introduction of Government and Public Administration and Career Planning  
**Course Number:** 8900210  
**Course Credit:** Semester

**Course Description:**

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

<b>CTE Standards and Benchmarks</b>	
<b>01.0</b>	<b><u>Demonstrate an understanding of the Governance career pathway.</u></b> --The student will be able to:
	01.01 Define and use proper terminology associated with the Governance career pathway.
	01.02 Describe some of the careers available in the Governance career pathway.
	01.03 Identify common characteristics of the careers in the Governance career pathway.
	01.04 Research the history of the Governance career pathway and describe how the associated careers have evolved and impacted society.
	01.05 Identify skills required to successfully enter any career in the Governance career pathway.
	01.06 Describe technologies associated in careers within the Governance career pathway.
<b>02.0</b>	<b><u>Demonstrate an understanding of the National Security career pathway.</u></b> --The student will be able to:
	02.01 Define and use proper terminology associated with the National Security career pathway.
	02.02 Describe some of the careers available in the National Security career pathway.
	02.03 Identify common characteristics of the careers in the National Security career pathway.
	02.04 Research the history of the National Security career pathway and describe how the careers have evolved and impacted society.
	02.05 Identify skills required to successfully enter any career in the National Security career pathway.
	02.06 Describe technologies associated in careers within the National Security career pathway.
<b>03.0</b>	<b><u>Demonstrate an understanding of the Foreign Service career pathway.</u></b> --The student will be able to:
	03.01 Define and use proper terminology associated with the Foreign Service career pathway.
	03.02 Describe some of the careers available in the Foreign Service career pathway.
	03.03 Identify common characteristics of the careers in the Foreign Service career pathway.
	03.04 Research the history of the Foreign Service career pathway and describe how the careers have evolved and impacted society.
	03.05 Identify skills required to successfully enter any career in the Foreign Service career pathway.
	03.06 Describe technologies associated in careers within the Foreign Service career pathway.
<b>04.0</b>	<b><u>Demonstrate an understanding of the Planning career pathway.</u></b> --The student will be able to:

**CTE Standards and Benchmarks**

04.01	Define and use proper terminology associated with the Planning career pathway.
04.02	Describe some of the careers available in the Planning career pathway.
04.03	Identify common characteristics of the careers in the Planning career pathway.
04.04	Research the history of the Planning career pathway and describe how the careers have evolved and impacted society.
04.05	Identify skills required to successfully enter any career in the Planning career pathway.
04.06	Describe technologies associated in careers within the Planning career pathway.
05.0	<u>Demonstrate an understanding of the Revenue and Taxation career pathway.</u> --The student will be able to:
05.01	Define and use proper terminology associated with the Revenue and Taxation career pathway.
05.02	Describe some of the careers available in the Revenue and Taxation career pathway.
05.03	Identify common characteristics of the careers in the Revenue and Taxation career pathway.
05.04	Research the history of the Revenue and Taxation career pathway and describe how the careers have evolved and impacted society.
05.05	Identify skills required to successfully enter any career in the Revenue and Taxation career pathway.
05.06	Describe technologies associated in careers within the Revenue and Taxation career pathway.
06.0	<u>Demonstrate an understanding of the Regulation career pathway.</u> --The student will be able to:
06.01	Define and use proper terminology associated with the Regulation career pathway.
06.02	Describe some of the careers available in the Regulation career pathway.
06.03	Identify common characteristics of the careers in the Regulation career pathway.
06.04	Research the history of the Regulation career pathway and describe how the careers have evolved and impacted society.
06.05	Identify skills required to successfully enter any career in the Regulation career pathway.
06.06	Describe technologies associated in careers within the Regulation career pathway.
07.0	<u>Demonstrate an understanding of the Public Management and Administration career pathway.</u> --The student will be able to:
07.01	Define and use proper terminology associated with the Public Management and Administration career pathway.
07.02	Describe some of the careers available in the Public Management and Administration career pathway.
07.03	Identify common characteristics of the careers in the Public Management and Administration career pathway.
07.04	Research the history of the Public Management and Administration career pathway and describe how the careers have evolved and impacted society.
07.05	Identify skills required to successfully enter any career in the Public Management and Administration career pathway.
07.06	Describe technologies associated in careers within the Public Management and Administration career pathway.
08.0	<u>Apply leadership and communication skills.</u> --The student will be able to:
08.01	Discuss the establishment and history of the Florida Public Service Association (FPSA) organization.
08.02	Identify the characteristics and responsibilities of organizational leaders.
08.03	Demonstrate parliamentary procedure skills during a meeting.
08.04	Participate on a committee which has an assigned task and report to the class.
08.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
08.06	Use a computer to assist in the completion of a project related to the Government and Public Administration career cluster.
09.0	<u>Describe how information technology is used in Introduction to Government and Public Administration career cluster.</u> – The student will be

**CTE Standards and Benchmarks**

able to:

09.01 Identify information technology (IT) careers in the Introduction to Government and Public Administration career cluster, including the responsibilities, tasks and skills they require.

09.02 Relate information technology project management concepts and terms to careers in the Introduction to Government and Public Administration career cluster.

09.03 Manage information technology components typically used in professions of the Introduction to Government and Public Administration career cluster.

09.04 Identify security-related ethical and legal IT issues faced by professionals in the Introduction to Government and Public Administration career cluster.

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

10.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Introduction to Government and Public Administration career cluster.

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

10.03 Demonstrate ways to communicate effectively using Internet technology.

10.04 Use different types of web search engines effectively to locate information relevant to the Introduction to Government and Public Administration career cluster.

**11.0 Identify components of network systems.**—The student will be able to:

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

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

11.03 Recognize essential database concepts.

11.04 Define and use additional networking and internet services.

**12.0 Describe and use communication features of information technology.**-- The student will be able to:

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

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

12.03 Identify security issues related to Internet clients.

**Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes--The student will be able to:**

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

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

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

16.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.

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

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

19.0 Identify skills needed for career choices and match to personal abilities.

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

**CTE Standards and Benchmarks**

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

## Additional Information

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

N/A

### **Career Planning**

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to <http://www.fldoe.org/workforce/ced/>.

### **Career and Technical Student Organization (CTSO)**

The Florida Public Service Association ([www.fpsainc.org](http://www.fpsainc.org)) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

**Course Title:** Fundamentals of Government and Public Administration  
**Course Type:** Orientation/Exploratory and Career Planning  
**Career Cluster:** Government and Public Administration

<b>Secondary – Middle School</b>	
Program Number	8900500
CIP Number	148900500M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	TEC CONSTR @7 7G ANY PUBLIC SERV OCC ED G
CTSO	N/A
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)

**Purpose**

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Government and Public Administration career cluster. The content includes but is not limited to education and information services; natural resource management; public administration; social and economic services; urban, rural and community development; transportation industry; public safety, corrections and judicial services; national defense occupations. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

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

## **Standards**

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

- 01.0 Apply concepts of geography used in government and public administration.
- 02.0 Describe the functions of government and public administration.
- 03.0 Describe communication formats used to facilitate the exchange of ideas in government and public administration.
- 04.0 Discuss the governmental policy making process.
- 05.0 Discuss the importance of health, safety and environmental management systems in government and public administration.
- 06.0 Develop and present persuasive arguments on political and/or social topics.
- 07.0 Manage leadership and communication skills.
- 08.0 Demonstrate good work habits, and career planning.
- 09.0 Integrate the use of science, mathematics, reading, geography, history, writing, and communication.
- 10.0 Identify components of network systems.
- 11.0 Describe and use communication features of information technology.



**Florida Department of Education  
Student Performance Standards**

**Course Title:** Fundamentals of Government and Public Administration  
**Course Number:** 8900500  
**Course Credit:** Semester

**Course Description:**

This course is designed to provide instruction that explores the tasks, training, education and physical requirements of occupations in the Government and Public Administration career cluster. The content is constructed to develop competencies in the areas of graphic tools and techniques; functions and forms of government and public administration and the mechanics of developing and implementing policy and law.

<b>CTE Standards and Benchmarks</b>	
01.0	<u>Apply concepts of geography used in government and public administration</u> —The student will be able to:
	01.01 Identify graphic tools and technologies used in government and public administration occupations.
	01.02 Locate places and regions using maps and globes.
	01.03 Create maps and graphs to display geographic information.
02.0	<u>Describe the functions of government and public administration</u> —The student will be able to:
	02.01 Discuss the various forms of governance.
	02.02 Define the concepts of authority, rights, and responsibility in government and public administration.
03.0	<u>Describe communication formats used to facilitate the exchange of ideas in government and public administration</u> —The student will be able to:
	03.01 Identify public issues at the local, state and national levels.
	03.02 Debate a public issue of importance to your community
	03.03 Debate a public issue impacting the state and/or nation.
	03.04 Make a presentation explaining the impact of a national public issue on your local community.
	03.05 Conduct an interview on a state public issue
04.0	<u>Discuss the governmental policy making process</u> —The student will be able to:
	04.01 Explain the difference between the legislative branch and executive branch of government.
	04.02 Explain the role of the legislature.
	04.03 Explain the role of congress.
	04.04 Discuss how bills become laws.
	04.05 Identify organizations that engage in the political process.

## CTE Standards and Benchmarks

	04.06	Develop a public policy and explain the benefits to the community
05.0		<u>Discuss the importance of health, safety and environmental management systems in government and public administration</u> —The student will be able to:
	05.01	Identify possible risk of injury/illness in the workplace.
	05.02	Identify safety signs and symbols.
	05.03	Create and present a solution to address risk of injury/illness in the workplace.
	05.04	Identify hazards in the workplace.
	05.05	Identify the government agencies responsible for providing a safe workplace.
	05.06	Create a presentation for employees on preparedness for a safe environment.
06.0		<u>Develop and present persuasive arguments on political and/or social topics</u> – The student will be able to:
	06.01	Identify differing political or social perspectives on a public policy impacting the local community.
	06.02	Research and present a perspective on a policy
	06.03	Debate a public policy.
07.0		<u>Manage leadership and communication skills.</u> – The student will be able to:
	07.01	Compare the characteristics and responsibilities of organizational leaders.
	07.02	Demonstrate parliamentary procedure skills during a meeting.
	07.03	Participate on a committee which has an assigned task and report to the class.
	07.04	Demonstrate effective communication skills through delivery of a speech or conducting a demonstration.
	07.05	Use a computer to assist in the completion of a project.
08.0		<u>Demonstrate good work habits, and career planning</u> – The student will be able to:
	08.01	Identify attitudes and habits necessary to achieve career success.
	08.02	Describe personality aspects to consider when choosing a career.
	08.03	Identify the basic steps in career planning.
	08.04	Identify and research careers within a specific area of government or public administration.
09.0		<u>Integrate the use of science, mathematics, reading, geography, history, writing, and communication</u> – The student will be able to:
	09.01	Apply basic mathematics operations to solve problems.
	09.02	Correctly use measuring devices and utilize measurements.
	09.03	Prepare written and/or oral materials using correct English grammar.
	09.04	Identify the main idea in oral presentations and/or written materials.
	09.05	Locate, organize, and interpret information from a variety of sources.
	09.06	Describe the historical evolution of government and public administration.
10.0		<u>Identify components of network systems</u> —The student will be able to:
	10.01	Identify structure to access internet, including hardware and software components.
	10.02	Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

**CTE Standards and Benchmarks**

10.03 Recognize essential database concepts.

10.04 Define and use additional networking and internet services.

11.0 Describe and use communication features of information technology—The student will be able to:

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

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

11.03 Identify security issues related to Internet clients.

## Additional Information

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Career and Technical Student Organization (CTSO)**

The Florida Public Service Association ([www.fpsainc.org](http://www.fpsainc.org)) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

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

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

**Florida Department of Education  
Curriculum Framework**

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

**PSAV – Cooperative Education - OJT**

Course Number	G809999
CIP Number	07449999CP
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	ANY PUBLIC SERV OCC ED G
CTSO	FPSA

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government and Public Administration cluster(s); provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government and Public Administration cluster(s).

**Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.**

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Government and Public Administration Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

### **Common Career Technical Core – Career Ready Practices**

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

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

### **Standards**

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

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education  
Student Performance Standards**

**Program Title: Government and Public Administration Cooperative Education OJT**  
**PSAV Number: G809999**

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

## Additional Information

### **Special Notes**

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

### **Career and Technical Student Organization (CTSO)**

The Florida Public Service Association ([www.fpsainc.org](http://www.fpsainc.org)) is the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Accommodations**

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

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

Some secondary students with disabilities may need additional time (beyond the regular school year) to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students.



**Florida Department of Education  
Curriculum Framework**

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

PSAV	
Program Number	I470304
CIP Number	0615050600
Grade Level	30, 31
Standard Length	450 hours
Teacher Certification	ANY VOC FIELD OR COVERAGE
CTSO	N/A
SOC Codes (all applicable)	17-3025 Environmental Engineering Technicians
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government and Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government and Public Administration career cluster.

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

### **Program Structure**

This program is a planned sequence of instruction consisting of one core and three occupational completion points.

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	ETC0003	Public Works Cadet 1 (Core)	150 hours	17-3025
B	ETC0004	Public Works Cadet 2	150 hours	17-3025
C	ETC0005	Public Works Cadet 3	150 hours	17-3025

### **Common Career Technical Core – Career Ready Practices**

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

### **Standards**

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

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

**Florida Department of Education  
Student Performance Standards**

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

**Course Number: ETC0003**  
**Occupational Completion Point: A**  
**Public Works Cadet 1 – 150 hours (Core) – SOC Code 17-3025**

01.0 Identify rules for orientation and safety--The student will be able to:

01.01 Comply with school policies and procedures.

01.02 Identify goals of the public works.

01.03 Demonstrate correct procedures for "CPR"/First Aid.

01.04 Describe rules for defensive driving.

01.05 Describe principles of "Right to know".

02.0 Identify tools and equipment used in public works--The student will be able to:

02.01 Describe the various tools used in public works.

02.02 Describe the various equipment used in public works.

02.03 Describe safety practices when working with tools.

03.0 Describe basic elements in water treatment--The student will be able to:

03.01 Describe the importance of water treatment.

03.02 Identify sources of water and calculate math as required.

03.03 Discuss ways of disinfecting water.

03.04 Define "pH" Scale.

03.05 Identify requirements for certification.

03.06 Discuss job opportunities in water treatment.

04.0	<u>Describe basic elements in water distribution</u> --The student will be able to:
04.01	Identify parts of a distribution system.
04.02	Discuss ways of protecting the water system.
04.03	Discuss materials used in water distribution.
04.04	Identify requirements for certification.
04.05	Discuss job opportunities in water distribution.
05.0	<u>Describe basic elements in wastewater treatment</u> --The student will be able to:
05.01	List objectives of wastewater treatment.
05.02	Define wastewater.
05.03	List sources of wastewater.
05.04	Identify basic steps in wastewater treatment.
05.05	Identify requirements for certification.
05.06	Discuss job opportunities in wastewater treatment.
06.0	<u>Describe basic elements in wastewater collections</u> --The student will be able to:
06.01	Define wastewater collection system.
06.02	Identify components of a wastewater collection system.
06.03	Identify materials used in wastewater collection systems.
06.04	Identify requirements for certification.
06.05	Discuss job opportunities in wastewater collection.
07.0	<u>Describe basic elements in storm water systems</u> --The student will be able to:
07.01	Identify storm water regulations and laws.
07.02	Discuss drainage pipe structures/installation.
07.03	Discuss effects of storm water on the environment.

07.04	Identify requirements for certification.
07.05	Discuss job opportunities in storm water.
08.0	<u>Identify basic elements in equipment maintenance</u> --The student will be able to:
08.01	Identify stationary equipment.
08.02	Describe role of the equipment mechanic.
08.03	Describe qualifications needed to work on stationary equipment.
08.04	Describe career ladder for equipment mechanics.
08.05	Identify mobile equipment.
08.06	Describe role of mobile equipment mechanic.
08.07	Describe qualifications needed to work as mobile equipment mechanic.
08.08	Describe career opportunities for stationary equipment mechanic.
09.0	<u>Identify basic elements in technical design and drafting</u> --The student will be able to:
09.01	Identify tools and supplies and calculate math for drafters and engineers.
09.02	Calculate math problems and read a Philadelphia Rod.
09.03	Demonstrate how to set up and level transit.
09.04	Describe career ladder in drafting and engineering.
09.05	Describe job opportunities in engineering.
09.06	Identify use of contract document.
09.07	Identify legal requirements for bidding.
10.0	<u>Describe basic elements in solid waste disposal</u> --The student will be able to:
10.01	Identify basic characteristics of solid waste treatment.
10.02	Describe procedure for collecting garbage.
10.03	Describe effect of solid waste on environment.

10.04	Describe career ladder for solid waste disposal.
10.05	Describe job opportunities in the field of solid waste.
11.0	<u>Identify basic elements in parks, buildings and grounds</u> --The student will be able to:
11.01	Define the role of a maintenance worker.
11.02	Identify the requirements to work with chemicals.
11.03	Identify job opportunities in parks, buildings and grounds.
11.04	Recognize careers related to parks, buildings and grounds.
12.0	<u>Demonstrate employability skills</u> --The student will be able to:
12.01	Locates, gathers, analyzes, and evaluates necessary information for performing an effective job search.
12.02	Gather, analyze and synthesize information on a specific job.
12.03	Select appropriate documents and produce final documents to be used for job applications.
12.04	Complete a job application.
12.05	Uses appropriate listening, viewing, and speaking strategies effectively in demonstrating competencies in job interview techniques.
12.06	Select and use appropriate listening, viewing, and speaking strategies for effectively communicating with and responding to an employer supervisor.
12.07	Identify and demonstrate communication, personal health, evaluation, and decision-making strategies necessary for acceptable work habits.
12.08	Apply an understanding of communication and language impact on workplace situations and on making job changes.
13.0	<u>Operate computer using software</u> --The student will be able to:
13.01	Utilize a CAI package for microcomputer operations.
13.02	Ready microcomputers and diskettes for processing.
13.03	Load and utilize an application package.

**Course Number: ETC0004**  
**Occupational Completion Point: B**  
**Public Works Cadet 2 – 150 Hours – SOC Code 17-3025**

14.0 Identify basic elements in utility locations--The student will be able to:

14.01 Define utilities.

14.02 Identify common utilities.

14.03 Discuss private utilities.

14.04 Identify surface features.

14.05 Discuss job opportunities in utility locations.

15.0 Identify basic elements in equipment operations--The student will be able to:

15.01 Identify heavy equipment used in public works.

15.02 Explain safety practices used in equipment operations.

15.03 Describe career ladder for equipment operations.

15.04 Describe career opportunities as an equipment operator.

16.0 Identify basic elements opportunities in traffic operations--The student will be able to:

16.01 Explain the importance of traffic operations.

16.02 Discuss the role of public protection agencies in civil defense, law enforcement, fire prevention, safety, prisons, and courts.

16.03 Discuss the role of natural resource management in the maintenance of agriculture, forestry, parks, environment, and conservation.

16.04 Discuss the role of regulatory agencies in management of labor, banking, commerce, insurance, liquor, and public utilities.

16.05 Discuss the responsibilities of educational agencies in maintaining facilities, personnel, transportation and curriculum.

16.06 Discuss the role of planning and development agencies in managing resources, urban renewal, training and employment of the government's labor force.

16.07 Describe the importance of street construction.

17.0 Identify basic elements in public works requiring people skills--The student will be able to:

17.01 Identify skills needed for listening.

17.02 Describe the importance of good attitude.



17.03	Discuss instruments used for evaluation.
17.04	Describe methods of non-verbal communication.
17.05	Describe methods of verbal communication.
17.06	Discuss basic human needs.
17.07	Discuss role of good work ethics.
17.08	Discuss principles of human relations.
17.09	Discuss principles of customer relations.
18.0	<u>Describe basic elements in the gas industry.</u> --The student will be able to:
18.01	Discuss history of gas.
18.02	Identify tools and equipment used in gas industry.
18.03	Discuss safety procedures when using gas and calculate pipe size for gas lines.
18.04	Identify requirements for license and certification.
18.05	Identify career opportunities in the gas industry.
19.0	<u>Prepare for commercial driving license.</u> --The student will be able to:
19.01	Identify steps for basic vehicle (26,000-lb. truck) inspection.
19.02	Explain the rules for road emergencies.
19.03	Discuss guidelines for night driving.
19.04	Discuss guidelines for controlling speed.
19.05	Identify safety measures for controlling vehicles.
19.06	Discuss air brakes.
19.07	Describe procedures for parallel parking, measured right turn, and backing up.
19.08	Demonstrate pre-trip inspection.
19.09	Discuss road trip.

19.10 Describe procedures for acquiring license. Practical driving experience for the postsecondary students only.

**Course Number: ETC0005**

**Occupational Completion Point: C**

**Public Works Cadet 3 – 150 Hours – SOC Code 17-3025**

20.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:

20.01 Evaluate and justify decisions based on ethical reasoning.

20.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

20.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.

20.04 Interpret and explain written organizational policies and procedures.

21.0 Perform designated job skills--The student will be able to:

21.01 Apply safety procedures on the job.

21.02 Follow written and oral directions.

21.03 Display an acceptable level of productivity and quality control.

21.04 Demonstrate appropriate dress and personal hygiene.

21.05 Demonstrate reacting to constructive criticism in a positive manner.

21.06 Communicate effectively with employer and co-workers.

21.07 Demonstrate initiative.

21.08 Demonstrate decision making and problem-solving skills.

21.09 Demonstrate punctuality and reliability by working as scheduled.

21.10 Demonstrate interest and enthusiasm for the job and for the training station.

## **Additional Information**

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

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

### **Career and Technical Student Organization (CTSO)**

Skills USA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

## **Articulation**

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Public Administration Supervision  
**Program Type:** Career Preparatory  
**Career Cluster:** Government & Public Administration

PSAV	
Program Number	P440401
CIP Number	0744040101
Grade Level	30, 31
Standard Length	1125 hours
Teacher Certification	PUB ADM 7 G PUB SERV 7 G
CTSO	N/A
SOC Codes (all applicable)	11-1021 General and Operations Managers
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Government and Public Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Government and Public Administration career cluster.

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

### **Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

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

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
	PAD0875	Human Resources Manager 1	375 hours	11-1021
	PAD0876	Human Resources Manager 2	375 hours	11-1021
A	PAD0877	Human Resources Manager 3	375 hours	11-1021

### **Common Career Technical Core – Career Ready Practices**

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

### **Standards**

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

- 01.0 Describe the organizational structure and management controls of a city, a county, and a state.
- 02.0 Discuss the needs of the health department.
- 03.0 Describe the legislative processes of a city, county, and state.
- 04.0 Demonstrate knowledge of the tax base and structure.
- 05.0 Discuss planning versus crisis management.
- 06.0 State the mission of each public agency.
- 07.0 Demonstrate employability skills.

**Florida Department of Education  
Student Performance Standards**

**Program Title: Public Administration Supervision**  
**PSAV Number: P440401**

**Course Number: PAD0875**  
**Occupational Completion Point: none**  
**Human Resources Manager 1 – 375 Hours – SOC Code 11-1021**

01.0 Describe the organizational structure and management controls of a city, a county, and a state--The student will be able to:

01.01 Describe the three primary governing bodies of state government.

01.02 Identify and describe several major forms of city and/or county governments.

01.03 Describe the form of his/her city and county governments.

01.04 Identify the major elected and appointed officials of his/her city, county, and state and their respective roles.

01.05 Identify the means by which elected, appointed and public employees are selected.

01.06 Identify a selected number of career jobs related to city, county and state governments.

01.07 Identify and describe the services offered by city, county, and state governments.

02.0 Discuss the needs of the health department--The student will be able to:

02.01 Demonstrate knowledge of solutions to air, water and food pollution.

02.02 Demonstrate knowledge of the health department's role in contagious disease control.

02.03 Describe model medical facilities and free clinics administered by health departments.

03.0 Describe the legislative processes of a city, county, and state--The student will be able to:

03.01 Discuss the difference between unicameral and bicameral legislatures.

03.02 Discuss the requirements of legislators.

03.03 Discuss legislator's responsibilities.

03.04 Discuss ways in which the public can influence laws.



03.05 Discuss the content and purpose of state and local constitutions.

**Course Number: PAD0876**

**Occupational Completion Point: none**

**Human Resources Manager 2 – 375 Hours – SOC Code 11-1021**

04.0 Demonstrate knowledge of the tax base and structure--The student will be able to:

04.01 Discuss state, county, and city real, property and sales taxes.

04.02 Discuss engineering, permit, filing, licensure, motor vehicle, liquor, trailer and tobacco fees and taxes.

04.03 Discuss franchise, gas and inheritance taxes.

04.04 Discuss special assessments levied to pay costs of improvements.

04.05 Discuss service charges and court fines as a source of revenue.

04.06 Discuss federal aid to states through grants-in-aid and revenue sharing.

04.07 Discuss methods of tax collection.

05.0 Discuss planning versus crisis management--The student will be able to:

05.01 Discuss how crisis management subverts rather than deals with multi-dimensional problems.

05.02 Discuss how long range planning may threaten vested power interacts.

05.03 Discuss how coordination between agencies can improve trust and, in turn, planning.

05.04 Describe how crisis management at the top can lead to destructive handling of field problems.

05.05 Discuss how through long range planning a bureaucracy is better able to respond innovatively to system-wide problems.

05.06 Discuss the importance of dynamic organizational planning.

06.0 State the mission of each public agency--The student will be able to:

06.01 Discuss the transportation department's role in safety, highway management, aeronautics and waterway management.

06.02 Discuss health and welfare agencies' roles in domestic relations, veterans' benefits, the establishment of food and drug standards, and communicable disease control.

06.03 Discuss the role of public protection agencies in civil defense, law enforcement, fire prevention, safety, prisons, and courts.

06.04 Discuss the role of natural resource management in the maintenance of agriculture, forestry, parks, environment, and conservation.

06.05	Discuss the role of regulatory agencies in management of labor, banking, commerce, insurance, liquor, and public utilities.
06.06	Discuss the responsibilities of educational agencies in maintaining facilities, personnel, transportation and curriculum.
06.07	Discuss the role of planning and development agencies in managing resources, urban renewal, training and employment of the government's labor force.

**Course Number: PAD0877**  
**Occupational Completion Point: A**  
**Human Resources Manager 3 – 375 Hours – SOC Code 11-1021**

07.0 Demonstrate employability skills--The student will be able to:

07.01	Conduct a job search.
07.02	Secure information about a job.
07.03	Documents that may be required when applying for a job.
07.04	Complete a job application.
07.05	Demonstrate competence in job interview techniques.
07.06	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
07.07	Identify acceptable work habits.
07.08	Demonstrate knowledge of how to make job changes appropriately.
07.09	Demonstrate acceptable employee health habits.

## **Additional Information**

### **Laboratory Activities**

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

N/A

### **Career and Technical Student Organization (CTSO)**

N/A

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

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