**Florida Department of Education**
**Curriculum Framework**

**Program Title:**   **Addiction Studies**
**Career Cluster:**   **Human Services**

| CCC | |
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| CIP Number | 0351150102 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 39 credit hours |
| CTSO | HOSA |
| SOC Codes (all applicable) | 31-9099 Health Care Support Workers, All Other;<br>21-1023 Mental Health and Substance Abuse Social Workers |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

## Purpose

This certificate program is part of the Human Services AS degree program (1351150400).

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 Human Services 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 Human Services career cluster.

This program is designed to prepare students for employment as clinical specialists, human services practitioners, chemical dependency practitioners, addictions specialists, substance abuse counselors, and social services practitioners, SOC Code 31-9099, or Mental Health and Substance Abuse Social Workers, SOC Code 21-1023, or to provide supplemental training for persons previously or currently employed these occupations.

The present education options include two tracks in the Human Services AS degrees are offered, Track I is a generalists program to prepare mental health/human services practitioners, (65 credit hours) while Track II is a program designed for students who wish to be specially prepared to assist in helping those affected by problems with addictions (73 credit hours).

The **Addiction Studies Program College Credit Certificate** will provide a quicker and less intensive route for practitioners in the field to obtain their certification in addictions (CAP) provided by the Florida Certification Board.

The content includes, but is not limited to, personal awareness, history and present status of addictions/mental health/human services movement, interdisciplinary addiction professional roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, and therapeutic interventions, interpersonal communications, assessment, evaluation, working knowledge of DSM diagnostic criteria, etiology of addictions, psychopharmacology, pharmacology of abused substances, information management, employability skills, health and safety, including CPR, universal precautions and AIDS training.

This certificate focuses on teaching broad, transferable skills and stresses understanding and demonstration of the human services profession, with an emphasis on addictions.  In addition, the College Credit Certificate will provide a vital workforce development initiative to aid students and community agencies in obtaining certification, with corresponding increases in salary and employment.

**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:

**Human Services Core:  The Human Services Core is a core of basic knowledge necessary for any Human Services career.  Students who have previously completed the Human Services Careers Core or any other health occupations program do not have to repeat standards 01-09.**

01.0    Demonstrate knowledge of the human services delivery system and human services occupations.
02.0    Demonstrate the ability to communicate and use interpersonal skills effectively.
03.0    Demonstrate legal and ethical responsibilities.
04.0    Demonstrate an understanding of and apply wellness and disease concepts.
05.0    Recognize and practice safety and security procedures.
06.0    Demonstrate an understanding of information technology applications in human services.
07.0    Demonstrate employability skills.
08.0    Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
09.0    Apply basic math and science skills.
10.0    Demonstrate knowledge of professional/ethical foundations
11.0    Demonstrate proficiency in client assessment and evaluation.
12.0    Demonstrate proficiency in case management and the process of care planning.
13.0    Demonstrate proficiency in clinical documentation.
14.0    Demonstrate proficiency in client intervention.
15.0    Demonstrate proficiency in ability to establish and participate in community outreach.
16.0    Demonstrate on-going professional development.
17.0    Demonstrate an understanding of psychopharmacology.
18.0    Demonstrate an understanding of the methods of identifying addiction.
19.0    Demonstrate knowledge of the theories of addiction and the causes of abuse.
20.0    Demonstrate an understanding of treatment knowledge.
21.0    Demonstrate competencies of practice.
22.0    Demonstrate and understand of the need for professional readiness.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** Addiction Studies
**CIP Number:** 0351150102
**Program Length:** 39 credit hours
**SOC Code(s):** 31-9099; 21-1023

| This certificate program is part of the Human Services AS degree program (1351150400). At the completion of this program, the student will be able to: |
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| **Human Services: The Core is a core of basic knowledge necessary for any Human Services career. Students who have previously completed the Human Services Careers Core or any other Human Services occupations program do not have to repeat standards 01-9.** |

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| 01.0 | Demonstrate knowledge of the human services delivery system and human services occupations – the student will be able to: |
| | 01.01 Identify the basic components of the human services delivery system including public, private, government and non-profit. |
| | 01.02 Identify common methods of payment for human services. |
| | 01.03 Describe the various types of human services providers and the range of services available including resources to victims of domestic violence and family violence. |
| | 01.04 Describe the composition and functions of a human services team. |
| | 01.05 Identify the general roles and responsibilities of the individual members of the human services team. |
| | 01.06 Identify the roles and responsibilities of the client within the human services delivery system. |
| | 01.07 Identify characteristics of effective teams. |
| | 01.08 Recognize methods for building positive team relationships. |
| | 01.09 Analyze attributes and attitudes of an effective leader. |
| | 01.10 Recognize factors and situations that may lead to conflict. |
| | 01.11 Demonstrate effective techniques for managing team conflict. |
| | 01.12 Describe factors that influence the current delivery system of human/social services |
| | 01.13 Explain the impact of emerging issues including technology, bioethics and socioeconomics on human services delivery systems. |
| 02.0 | Demonstrate the ability to communicate and use interpersonal skills effectively – the student will be able to: |

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| | 02.01 | Develop basic communication and active listening skills. |
| | 02.02 | Develop basic observational skills and related documentation strategies in written and oral form. |
| | 02.03 | Identify characteristics of successful and unsuccessful communication including client resistance. |
| | 02.04 | Respond effectively to verbal and non-verbal cues. |
| | 02.05 | Compose written communication using correct spelling, grammar, formatting and confidentiality. |
| | 02.06 | Use appropriate technical terminology and abbreviations. |
| | 02.07 | Recognize the importance of courtesy and respect for clients and other human services workers and maintain good interpersonal relationships. |
| | 02.08 | Recognize the importance of client educations regarding rendering of services. |
| | 02.09 | Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, sexual orientation, ethnic and religious groups. |
| | 02.10 | Recognize elements of communication using a sender-receiver model. |
| | 02.11 | Distinguish between and report subjective and objective information. |
| | 02.12 | Report relevant information in order of occurrence. |
| 03.0 | Demonstrate legal and ethical responsibilities – the student will be able to: | |
| | 03.01 | Discuss the legal framework of the human services occupations including scope of practice legislation. |
| | 03.02 | Explain practices that could results in malpractice, liability and/or negligence. |
| | 03.03 | Demonstrate procedures for accurate documentation and record keeping. |
| | 03.04 | Interpret agency/facility policy and procedures. |
| | 03.05 | Explain the "Patient's Bill of Rights". |
| | 03.06 | Identify standards of the Health insurance Portability and Accountability Act (HIPAA). |
| | 03.07 | Describe informed consent. |
| | 03.08 | Explain the laws governing harassment, labor and employment. |
| | 03.09 | Differentiate between legal and ethical issues in human services. |
| | 03.10 | Describe a code of ethics consistent with the human services occupation. |
| | 03.11 | Identify and compare personal, professional, and organizational ethics. |

| | 03.12 | Recognize the limits of authority and responsibility of human service workers. |
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| | 03.13 | Recognize and report illegal and/or unethical practices of human services workers. |
| | 03.14 | Recognize and report abuse including child abuse, elderly abuse, domestic violence and neglect. |
| 04.0 | Demonstrate an understanding of and apply wellness and disease concepts – the student will be able to: | |
| | 04.01 | Identify psychological reactions to illness including defense mechanisms. |
| | 04.02 | Identify complementary and alternative health practices. |
| | 04.03 | Discuss the adverse effects of the use of alcohol, illegal drugs, steroids and other high-risk behaviors on the human body. |
| | 04.04 | Explain the basic concepts of positive self-image, wellness and stress. |
| | 04.05 | Develop a wellness and stress control plan that can be used in personal and professional life. |
| | 04.06 | Recognize the steps in the grief process. |
| 05.0 | Recognize and practice safety and security procedures – the student will be able to: | |
| | 05.01 | Recognize safe and unsafe working conditions and report safety hazards. |
| | 05.02 | Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions). |
| | 05.03 | Describe fire, safety, disaster and evacuations procedures. |
| | 05.04 | Discuss The Joint Commission (JCAHO) patient safety goals (www.jcaho.org). |
| | 05.05 | Recognize adverse drug related emergencies. |
| | 05.06 | Describe legal parameters relating to the administration of emergency care. |
| 06.0 | Demonstrate an understanding of information technology applications in healthcare – the student will be able to: | |
| | 06.01 | Describe the uses of computers in human services |
| | 06.02 | Define terms and demonstrate basic computer skills. |
| | 06.03 | Recognize technology applications in human services |
| | 06.04 | Interpret information from electronic documents. |
| | 06.05 | Identify methods of communication to access and distribute data such as fax, e-mail and internet. |
| 07.0 | Demonstrate employability skills – the student will be able to: | |

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| | 07.01 | Identify personal traits or attitudes desirable in a member of the Human Services team. |
| | 07.02 | Define basic professional standards of human services workers as they apply to dress, language, informed consent, confidentiality and behavior (i.e. courtesy and self-introductions). |
| | 07.03 | Identify documents that may be required when applying for a job. |
| | 07.04 | Write an appropriate resume. |
| | 07.05 | Conduct a job search. |
| | 07.06 | Complete a job application form correctly. |
| | 07.07 | Demonstrate competence in job interview techniques. |
| | 07.08 | Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential. |
| | 07.09 | Identify acceptable work habits. |
| | 07.10 | Recognize appropriate professional behavior. |
| | 07.11 | Compare careers within the human services career pathways |
| 08.0 | Demonstrate knowledge of blood borne diseases, including HIV/AIDS – the student will be able to: | |
| | 08.01 | Recognize emerging diseases and disorders |
| | 08.02 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| | 08.03 | Identify community resources and services available to the individuals with diseases caused by blood borne pathogens. |
| | 08.04 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| | 08.05 | Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing. |
| 09.0 | Apply basic math and science skills – the student will be able to: | |
| | 09.01 | Draw, read, and report on graphs, charts and tables. |
| | 09.02 | Measure time, temperature, distance, capacity, and mass/weight. |
| | 09.03 | Demonstrate ability to evaluate and draw conclusions. |
| | 09.04 | Organize and communicate the results obtained by observation and experimentation. |
| | 09.05 | Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions. |

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| | 09.06 | Calculate ratios. |
| 10.0 | Demonstrate knowledge of professional/ethical foundations – the student will be able to: | |
| | 10.01 | Use effective self-disclosure. |
| | 10.02 | Identify and express own feelings congruently. |
| | 10.03 | Demonstrate verbal response denoting responsibility for self, i.e. "I" statements. |
| | 10.04 | Demonstrate ability to engage in non-defensive self-exploration. |
| | 10.05 | Assess with accuracy the impact of one's own needs, values, behaviors and motives and limitation on one's self and others. |
| | 10.06 | Demonstrate genuineness, congruence, empathy, warmth, acceptance and respect. |
| | 10.07 | Relate interdisciplinary human service trends, issues, laws and regulations to current practice. |
| | 10.08 | Describe the interdisciplinary Human Services system and tell how it may be accessed. |
| | 10.09 | Describe the relationship of the Interdisciplinary Human Services systems with the legal system. |
| | 10.10 | Describe local community resources and referral processes. |
| | 10.11 | Describe the development of Human Services professionals. |
| | 10.12 | Describe the role and function of the Interdisciplinary Human Services practitioner in inpatient, outpatient and other programs in the service delivery system. |
| | 10.13 | Describe the role and function of the potential Interdisciplinary Human Services practitioner with current and emergency target populations. |
| | 10.14 | Recognize the limits of one's competence and perform only those functions for which one is properly trained. |
| 11.0 | Demonstrate proficiency in client assessment and evaluation – the student will be able to: | |
| | 11.01 | Describe clients with accuracy and identify current problems, precipitating events, and behavioral consequences. |
| | 11.02 | Describe with accuracy significant events in the client's personal and social history. |
| | 11.03 | Demonstrate ability to make accurate observations and related assessments. |
| | 11.04 | Demonstrate ability to assess crisis situations and implement appropriate actions. |
| | 11.05 | Recognize the measurement and assessment techniques used to evaluate intelligence, adaptive behavior, learning problems and affective characteristics. |
| | 11.06 | Demonstrate recognition of when, where and how to refer clients to other professionals and/or community resources. |

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| | 11.07 | Describe the roles and functions of the potential mental health or Human Services practitioners with current and emergency target populations. |
| | 11.08 | Obtain and review referral collateral information. |
| | 11.09 | Demonstrate ability to coordinate and conduct a client intake. |
| | 11.10 | Determine client eligibility and or appropriateness for program. |
| | 11.11 | Demonstrate ability to provide program orientation. |
| | 11.12 | Demonstrate ability to initiate case files. |
| | 11.13 | Manage client data. |
| | 11.14 | Conduct assessment. |
| | 11.15 | Identify client goals. |
| | 11.16 | Identify support systems. |
| | 11.17 | Provide crisis management. |
| | 11.18 | Demonstrate an understanding of the process and procedures of informed consent. |
| | 11.19 | Identify biological, psychosocial, spiritual and cultural needs. |
| 12.0 | Demonstrate proficiency in case management and the process of care planning – the student will be able to: | |
| | 12.01 | Demonstrate skills in the development and implementation of case management plans. |
| | 12.02 | Demonstrate the ability to develop an appropriate discharge plan. |
| | 12.03 | Demonstrate recognition of when, where and how to refer clients to other professionals and or community resources. |
| | 12.04 | Develop rapport and trust with clients. |
| | 12.05 | Determine course of action for identified biological, psychosocial, spiritual and cultural concerns. |
| | 12.06 | Prioritize needs. |
| | 12.07 | Develop plan of care. |
| | 12.08 | Facilitate discharge planning, including identification of future needs. |
| | 12.09 | Review and revise treatment plan. |
| | 12.10 | Consult with support systems and referral resources. |

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| | 12.11 | Conduct individual, group and family counseling. |
| | 12.12 | Participate in the appropriate and effective sharing of client information in staff meetings. |
| | 12.13 | Participate in quality assurance and peer review process. |
| 13.0 | Demonstrate proficiency in clinical documentation – the student will be able to: | |
| | 13.01 | Describe legal implications of charting and observation notes. |
| | 13.02 | Demonstrate knowledge of accepted principles of client record management. |
| | 13.03 | Protect client rights and confidentiality in preparation and handling of records, especially in relation to communication of client information with third parties. |
| | 13.04 | Record progress of client in relation to treatment goals and objectives. |
| | 13.05 | Collect data to generate reports. |
| 14.0 | Demonstrate proficiency in client intervention – the student will be able to: | |
| | 14.01 | Demonstrate knowledge of terminology associated with psychological disorders. |
| | 14.02 | Demonstrate knowledge of major diagnostic categories. |
| | 14.03 | Recognize various levels of adaptive and maladaptive behavior patterns and social functioning. |
| | 14.04 | Demonstrate understanding of the addictive process and its physical, psychological and emotional effects on the dependent individual and affected family. |
| | 14.05 | Identify with accuracy basic assumptions of intervention techniques associated with current major therapeutic approaches. |
| | 14.06 | Utilize intervention techniques relative to client and other settings. |
| | 14.07 | Utilize group intervention techniques relative to group purpose and client population. |
| | 14.08 | Plan and implement structured group experiences. |
| | 14.09 | Recognize and assess the degree of severity in a crisis situation and demonstrate crisis intervention skills. |
| | 14.10 | Demonstrate skills in the development and implementation of case management plans. |
| | 14.11 | Demonstrate knowledge of psychotropic medications, actions, and reactions. |
| | 14.12 | Use one to one relationships with the client based on understanding of psychodynamics. |
| | 14.13 | Demonstrate sensitivity to client's verbal and nonverbal communication. |
| | 14.14 | Interact with clients in a way which communicates respect for the worth and uniqueness of each client and for the client's right to |

| | self-determination. |
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| | 14.15 Obtain meaningful information leading to an appropriate intervention. |
| | 14.16 Establish effective working relationships with staff, supervisors and community resources personnel. |
| **15.0** | **Demonstrate proficiency in ability to establish and participate in community outreach – the student will be able to:** |
| | 15.01 Describe the Interdisciplinary Human Services system and tell how it may be accessed. |
| | 15.02 Describe the relationship of the Interdisciplinary Human Services system with the legal system. |
| | 15.03 Describe local community resources and referral process. |
| | 15.04 Describe continuum of care and resources available to individuals, families and communities. |
| | 15.05 Coordinate services and collaborates with community agencies. |
| | 15.06 Demonstrate knowledge of HIV/AIDS and other STD counseling principles. |
| **16.0** | **Demonstrate engagement in ongoing professional development – the student will be able to:** |
| | 16.01 Recognize the necessity of continued professional development and upgrading of skills. |
| | 16.02 Interpret and apply information from current professional literature to improve client care and enhance professional growth. |
| | 16.03 Recognize the importance of individual, ethnic and cultural differences that influences client behavior and apply this understanding to clinical practice. |
| | 16.04 Utilize a range of supervisory options to process personal feelings and concerns about clients. |
| | 16.05 Conduct self-evaluations of professional performance applying ethical, legal and professional standards to enhance self-awareness and performances. |
| | 16.06 Obtain appropriate continuing professional education. |
| | 16.07 Participate in ongoing supervision and consultation. |
| | 16.08 Develop and utilize strategies to maintain one's own physical and mental health. |
| **17.0** | **Demonstrate an understanding of psychopharmacology – the student will be able to:** |
| | 17.01 Identify and describe commonly abused substances. |
| | 17.02 List as exhaustively as possible the substances which current research shows to have an effect on behavior. |
| | 17.03 Describe cross-addiction. |
| | 17.04 Describe drug interactions and drug half-life. |

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| | 17.05 | Identify and describe medical effects of addiction not caused by drugs and alcohol. |
| | 17.06 | Summarize the drug taxonomy. |
| | 17.07 | Identify and describe psycho-active medications and their effect on behavior. |
| 18.0 | Demonstrate an understanding of the methods of identifying addiction – the student will be able to: | |
| | 18.01 | Infer patterns of progression in addictions. |
| | 18.02 | Identify the effects of addiction upon diverse populations. |
| | 18.03 | Assess the ways in which denial is revealed. |
| | 18.04 | Evaluate the features of its effects on family relationships caused by one or more members of the family being involved in addiction. |
| | 18.05 | Explain the causal conditions and process of addiction. |
| | 18.06 | Discuss the disease concept of addiction. |
| | 18.07 | Discuss the phases of recovery and relapse. |
| 19.0 | Demonstrate a knowledge of the theories of addiction and the causes of abuse – the student will be able to: | |
| | 19.01 | Demonstrate an understanding of a variety of models and theories of addiction and other problems related to substance use. |
| | 19.02 | Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. |
| | 19.03 | Describe the behavioral, psychological, physical, and social effects of psychoactive substance addiction on the user and addiction and substances on the user and significant others. |
| | 19.04 | Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse (i.e., dual diagnoses). |
| 20.0 | Demonstrate an understanding of treatment knowledge – the student will be able to: | |
| | 20.01 | Describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. |
| | 20.02 | Recognize the importance of family, social networks, and community systems in the treatment and recovery process. |
| | 20.03 | Demonstrate an understanding of the importance of research and outcome data and their application in clinical practice. |
| | 20.04 | Understand the value of an interdisciplinary approach to addiction prevention and treatment. |
| 21.0 | Demonstrate competencies of practice – the student will be able to: | |
| | 21.01 | Demonstrate an understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care. |

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| | 21.02 | Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence. |
| | 21.03 | Tailor helping strategies and treatment modalities to the client's stage of dependence, change, or recovery. |
| | 21.04 | Provide treatment services appropriate to the personal and cultural identity and language of the client. |
| | 21.05 | Adapt practice to the range of treatment settings and modalities. |
| | 21.06 | Be familiar with medical and pharmacological resources in the treatment of substance use disorders. |
| | 21.07 | Demonstrate an understanding of the variety of insurance and health maintenance options available and the importance of helping clients access those benefits. |
| | 21.08 | Recognize that a crisis may indicate an underlying substance use disorder and may be a window of opportunity for change. |
| | 21.09 | Demonstrate an understanding of the need for and the use of methods for measuring treatment outcomes. |
| 22.0 | Demonstrate an understanding of the need for professional readiness – the student will be able to: | |
| | 22.01 | Demonstrate an understanding of diverse cultures and incorporate the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice. |
| | 22.02 | Demonstrate an understanding of the importance of self-awareness in one's personal, professional and cultural life. |
| | 22.03 | Demonstrate an understanding of the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship. |
| | 22.04 | Demonstrate an understanding of the importance of ongoing supervision and continuing education in the delivery of client services. |
| | 22.05 | Demonstrate an understanding of the obligation of the addiction professional to participate in prevention as well as treatment. |
| | 22.06 | Demonstrate an understanding of and apply setting-specific policies and procedures for handling crisis or dangerous situations, including safety measures for clients and staff. |

<center>**Additional Information**</center>

**Laboratory Activities**

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

**Special Notes**

This program meets the Department of Health HIV/AIDS and domestic violence education requirements.  Upon completion of this program the instructor will provide a certificate to the student verifying that the HIV/AIDS and domestic violence requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

The colleges and universities offering this College Credit Certificate are encouraged to become providers for the Florida Certification Board, which is the only certifying board authorized by the Florida Statutes and the Florida Administrative Code (FAC) addressing substance abuse services.

The Florida Certification Board has specified the definitions and roles of an addiction professional.

This program includes multi-disciplinary foundations and builds on the competencies required for professional practice foundations.  Education is required in psychopharmacology, the etiology and course of abuse, the pharmacology of substances which are consciousness altering and subject to abuse, case record keeping, methods of intervention, identifying and using appropriate resources, current federal and states rules and regulations governing the treatment of individuals abusing consciousness altering drugs, and the scope and limits of ethical expectations in the treatment of individuals abusing consciousness altering substances.

The program is designed to provide the academic and addiction-specific education requirement of the Florida Certification Board.

**Accommodations**

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

**Additional Resources**

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

# Florida Department of Education
## Curriculum Framework

**Program Title:** Unit Treatment and Rehabilitation-ATD
**Program Type:** ATD (Applied Technology Diploma)
**Career Cluster:** Human Services

| | CC | PSAV |
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| Program Number | N/A | H170408 |
| CIP Number | 0351150201 | 0351150202 |
| Grade Level | Applied Technology Diploma (ATD) | 30, 31 |
| Standard Length | 24 credit hours | 720 clock hours |
| CTSO | HOSA | HOSA |
| SOC Codes (all applicable) | 31-9099 Health Care Support, All Other; 29-2053 Psychiatric Technicians | 31-9099 Health Care Support, All Other; 29-2053 Psychiatric Technicians |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml | |
| Basic Skills Level: | N/A | Reading: 10<br>Mathematics 10<br>Language: 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 Human Services 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as psychiatric aides, case aides SOC Code 29-2053 (Psychiatric Technicians), unit treatment and rehabilitation specialists, mental health technicians, social services aide, activities assistant, group treatment/program aide, or admissions assistant.

The content includes, but is not limited to, concepts of mental health and mental illness; treatment plans and activities designed to stabilize, reorient, and rehabilitate mentally ill and emotionally disturbed patients; techniques of administration of prepackaged medication; observation of patients for changes in vital signs and behavior patterns; assisting patients in activities of daily living; supervising individual patients and patient teams; leadership and human relations; CPR, health, safety, and employability skills.  The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any health occupations program.  Once successfully completed, the core

does not need to be repeated at any instructional level.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

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

## Program Structure

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation.  An ATD program may consist of either technical credit or college credit.  A public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college.

## PSAV Program

When offered at the district level, this program is a planned sequence of instruction consisting of two occupational completion points and the courses as shown below.

| OCP | Course Number | Course Title | Length | SOC Code |
|:---:|:---:|---|:---:|:---:|
| A | HUS0090 | Human Services Core | 90 hours | 31-9099 |
| B | HCP0811<br>HCP0812 | Psychiatric Technician 1<br>Psychiatric Technician 2 | 315 hours<br>315 hours | 29-2053 |

## College Credit

When offered at the community college level, this ATD program is part of the Human Services AS program (1351150400) and has a program length of 24 credits.

## Standards

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

**Human Services Core:  The Human Services Core is a core of basic knowledge necessary for any Human Services career.  Students who have previously completed the Human Services Careers Core or any other health occupations program do not have to repeat standards 01-09.**

01.0    Demonstrate knowledge of the human services delivery system and human services occupations.
02.0    Demonstrate the ability to communicate and use interpersonal skills effectively.
03.0    Demonstrate legal and ethical responsibilities.
04.0    Demonstrate an understanding of and apply wellness and disease concepts.
05.0    Recognize and practice safety and security procedures.
06.0    Demonstrate an understanding of information technology applications in human services.
07.0    Demonstrate employability skills.
08.0    Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
09.0    Apply basic math and science skills.
10.0    Participate in a variety of treatment and rehabilitation activities designed to stabilize, reorient, and rehabilitate mentally ill and emotionally disturbed patients.
11.0    Assist treatment and rehabilitation personnel in carrying out prescribed functions of specialized rehabilitation programs centered around personal and social adjustment, i.e., self-help, personal hygiene, and daily living.
12.0    Participate in group therapy sessions with professionals and observe patients for changes in behavior patterns.
13.0    Take patients' vitals and assist patient with daily personal care activities.
14.0    Prepare reports, assimilate data and recommend changes in policies, procedures, or techniques as a member of the treatment and rehabilitation team.
15.0    Supervise individual patients and patient teams in the routine daily living activities of the treatment and rehabilitation unit.
16.0    Perform pharmacological aspects of care as directed.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:**     **Unit Treatment and Rehabilitation**
**PSAV Number:**     **H170408**

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

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| **PSAV Course Number:  HUS0090**<br>**Occupational Completion Point:  A**<br>**Healthcare Support Worker – 90 Hours – SOC Code 31-9099** |
| **Human Services:  The Core is a core of basic Knowledge necessary for any Human Services career.  Students who have previously completed the Human Services Careers Core or any other Human Services occupations program do not have to repeat standards 01-09.** |
| 01.0     Demonstrate knowledge of the human services delivery system and human services occupations – the student will be able to: |
| 01.01   Identify the basic components of the human services delivery system including public, private, government and non-profit. |
| 01.02   Identify common methods of payment for human services. |
| 01.03   Describe the various types of human services providers and the range of services available including resources to victims of domestic violence and family violence. |
| 01.04   Describe the composition and functions of a human services team. |
| 01.05   Identify the general roles and responsibilities of the individual members of the human services team. |
| 01.06   Identify the roles and responsibilities of the client within the human services delivery system. |
| 01.07   Identify characteristics of effective teams. |
| 01.08   Recognize methods for building positive team relationships. |
| 01.09   Analyze attributes and attitudes of an effective leader. |
| 01.10   Recognize factors and situations that may lead to conflict. |
| 01.11   Demonstrate effective techniques for managing team conflict. |
| 01.12   Describe factors that influence the current delivery system of human /social services. |
| 01.13   Explain the impact of emerging issues including technology, bioethics and socioeconomics on human services delivery systems. |
| 02.0     Demonstrate the ability to communicate and use interpersonal skills effectively – the student will be able to: |

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| | 02.01 | Develop basic communication and active listening skills. |
| | 02.02 | Develop basic observational skills and related documentation strategies in written and oral form. |
| | 02.03 | Identify characteristics of successful and unsuccessful communication including client resistance. |
| | 02.04 | Respond effectively to verbal and non-verbal cues. |
| | 02.05 | Compose written communication using correct spelling, grammar, formatting and confidentiality. |
| | 02.06 | Use appropriate technical terminology and abbreviations. |
| | 02.07 | Recognize the importance of courtesy and respect for clients and other human services workers and maintain good interpersonal relationships. |
| | 02.08 | Recognize the importance of client educations regarding rendering of services. |
| | 02.09 | Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, sexual orientation, ethnic and religious groups. |
| | 02.10 | Recognize elements of communication using a sender-receiver model. |
| | 02.11 | Distinguish between and report subjective and objective information. |
| | 02.12 | Report relevant information in order of occurrence. |
| 03.0 | Demonstrate legal and ethical responsibilities – the student will be able to: | |
| | 03.01 | Discuss the legal framework of the human services occupations including scope of practice legislation. |
| | 03.02 | Explain practices that could results in malpractice, liability and/or negligence. |
| | 03.03 | Demonstrate procedures for accurate documentation and record keeping. |
| | 03.04 | Interpret agency/facility policy and procedures. |
| | 03.05 | Explain the "Patient's Bill of Rights". |
| | 03.06 | Identify standards of the Health Insurance Portability and Accountability Act (HIPAA). |
| | 03.07 | Describe informed consent. |
| | 03.08 | Explain the laws governing harassment, labor and employment. |
| | 03.09 | Differentiate between legal and ethical issues in human services. |
| | 03.10 | Describe a code of ethics consistent with the human services occupation. |
| | 03.11 | Identify and compare personal, professional, and organizational ethics. |

| | 03.12 | Recognize the limits of authority and responsibility of human service workers. |
|---|---|---|
| | 03.13 | Recognize and report illegal and/or unethical practices of human services workers. |
| | 03.14 | Recognize and report abuse including child abuse, elderly abuse, domestic violence and neglect. |
| **04.0** | **Demonstrate an understanding of and apply wellness and disease concepts – the student will be able to:** | |
| | 04.01 | Identify psychological reactions to illness including defense mechanisms. |
| | 04.02 | Identify complementary and alternative health practices. |
| | 04.03 | Discuss the adverse effects of the use of alcohol, illegal drugs, steroids and other high-risk behaviors on the human body. |
| | 04.04 | Explain the basic concepts of positive self-image, wellness, and stress. |
| | 04.05 | Develop a wellness and stress control plan that can be used in personal and professional life. |
| | 04.06 | Recognize the steps in the grief process. |
| **05.0** | **Recognize and practice safety and security procedures – the student will be able to:** | |
| | 05.01 | Recognize safe and unsafe working conditions and report safety hazards. |
| | 05.02 | Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions. |
| | 05.03 | Describe fire, safety, disaster and evacuations procedures. |
| | 05.04 | Discuss The Joint Commission (JCAHO) patient safety goals (www.jcaho.org). |
| | 05.05 | Recognize adverse drug related emergencies. |
| | 05.06 | Describe legal parameters relating to the administration of emergency care. |
| **06.0** | **Demonstrate an understanding of information technology applications in healthcare – the student will be able to:** | |
| | 06.01 | Describe the uses of computers in human services |
| | 06.02 | Define terms and demonstrate basic computer skills. |
| | 06.03 | Recognize technology applications in human services |
| | 06.04 | Interpret information from electronic documents. |
| | 06.05 | Identify methods of communication to access and distribute data such as fax, e-mail and internet. |
| **07.0** | **Demonstrate employability skills – the student will be able to:** | |

| | 07.01 | Identify personal traits or attitudes desirable in a member of the Human Services team. |
|---|---|---|
| | 07.02 | Define basic professional standards of human services workers as they apply to dress, language, informed consent, confidentiality and behavior (i.e. courtesy and self-introductions). |
| | 07.03 | Identify documents that may be required when applying for a job. |
| | 07.04 | Write an appropriate resume. |
| | 07.05 | Conduct a job search. |
| | 07.06 | Complete a job application form correctly. |
| | 07.07 | Demonstrate competence in job interview techniques. |
| | 07.08 | Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential. |
| | 07.09 | Identify acceptable work habits. |
| | 07.10 | Recognize appropriate professional behavior. |
| | 07.11 | Compare careers within the human services career pathways. |
| 08.0 | Demonstrate knowledge of blood borne diseases, including HIV/AIDS – the student will be able to: | |
| | 08.01 | Recognize emerging diseases and disorders. |
| | 08.02 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| | 08.03 | Identify community resources and services available to the individuals with diseases caused by blood borne pathogens. |
| | 08.04 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| | 08.05 | Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing. |
| 09.0 | Apply basic math and science skills – the student will be able to: | |
| | 09.01 | Draw, read, and report on graphs, charts and tables. |
| | 09.02 | Measure time, temperature, distance, capacity, and mass/weight. |
| | 09.03 | Demonstrate ability to evaluate and draw conclusions. |
| | 09.04 | Organize and communicate the results obtained by observation and experimentation. |
| | 09.05 | Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions. |

| | 09.06 | Calculate ratios. |
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**PSAV Course Number:  HCP0811**
**Occupational Completion Point:  B**
**Psychiatric Technician 1 – 315 Hours – SOC Code 29-2053**

| 10.0 | Participate in a variety of treatment and rehabilitation activities designed to stabilize, reorient, and rehabilitate mentally-ill and emotionally disturbed patients – the student will be able to: | |
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| | 10.01 | Describe agency and programs. |
| | 10.02 | Identify and record maladaptive behaviors. |
| | 10.03 | Initiate effective relationships with clients. |
| | 10.04 | Negotiate a reward system with client. |
| | 10.05 | Identify legal considerations. |
| | 10.06 | Reduce client anxiety. |
| | 10.07 | Identify client's problem by interpreting test results and soliciting information from other agencies within constraints of applicable confidentiality policies and laws. |
| | 10.08 | Observe clients to prevent regression. |
| | 10.09 | Perform reality testing. |
| 11.0 | Assist treatment and rehabilitation personnel in carrying out prescribed functions of specialized rehabilitation programs centered around personal and social adjustment, i.e., self-help, personal hygiene, and daily living – the student will be able to: | |
| | 11.01 | Obtain relevant information from client using interview techniques. |
| | 11.02 | Explain client's rights. |
| | 11.03 | Obtain client's signature if needed. |
| | 11.04 | Shape client's behavior to substitute appropriate for maladaptive behavior. |
| | 11.05 | Explain anticipated events related to treatment plan. |
| | 11.06 | Obtain client's specific agreement and commitment to an agreed upon treatment plan. |
| | 11.07 | Verify client's understanding of treatment plan contract. |
| | 11.08 | Assist with explanation and interpretation of treatment plan to family. |
| | 11.09 | Teach client personal self-help and living skills to develop an independent self-care program. |
| | 11.10 | Identify and teach client at risk behavior which promotes the spread of AIDS. |

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| | 11.11 | Identify specific goals and objectives for client. |
| | 11.12 | Direct communication to client capabilities. |
| | 11.13 | Plan learning tasks in increments appropriate to client's level of functioning. |
| | 11.14 | Utilize effective reinforcement techniques. |
| | 11.15 | Recognize, report/record indications of delirium tremens, hallucinations, confusional states or changes in emotion. |
| | 11.16 | Recognize and report symptoms of abuse and neglect. |
| | 11.17 | Encourage client compliance with routines. |
| | 11.18 | Acquire assistance in interpreting as needed. |
| | 11.19 | Implement appropriate JCAHO patient safety goals. |
| 12.0 | | Participate in group therapy sessions with professionals and observes patients for changes in behavior patterns – the student will be able to: |
| | 12.01 | "Read" and respond to "feeling tones" of client. |
| | 12.02 | Conduct an activity program planned around the specific needs and interests of clients and their physical/emotional capabilities and limitations. |
| | 12.03 | Assure client safety while encouraging and supporting their participation in activity. |
| | 12.04 | Analyze critical incidents. |
| | 12.05 | Empathize with and reassure client. |
| | 12.06 | Lead, co-lead and/or participate in group therapy sessions. |
| | 12.07 | Enhance socialization and interaction of clients. |
| | 12.08 | Foster and sustain trust building relationship. |
| | 12.09 | Foster involvement of all group members. |
| | 12.10 | Draw out client feelings that encourage the release of tension and anxieties (catharsis). |
| | 12.11 | Reduce excessive group pressure on a client. |
| | 12.12 | Evaluate group session. |
| | 12.13 | Protect client's right to privacy and confidentiality. |
| | 12.14 | Adhere to organization policy in dealing with critical incident |

| 13.0 | Take patients vitals and assist patient with daily personal care activities – the student will be able to: |
|------|------|
| | 13.01   Monitor, record, report vital signs. |
| | 13.02   Supervise client feeding, bathing and grooming. |
| | 13.03   Monitor urine and bowel habits. |
| 14.0 | Prepare reports, assimilate data and recommend changes in policies, procedures, or techniques as a member of the treatment and rehabilitation team – the student will be able to: |
| | 14.01   Determine appropriate treatment needs. |
| | 14.02   Record and review data with client to assure accuracy. |
| | 14.03   Prepare report for supervisor. |
| | 14.04   Record client's progress. |
| | 14.05   Initiate revision to treatment plan if needed. |
| | 14.06   Participate in planning and developing policies and procedures for a treatment program. |
| | 14.07   Identify treatment program characteristics. |
| | 14.08   Assist with identification of necessary budgeting, staffing, equipment, supplies, and physical plant resources. |
| | 14.09   Collect and compile information to insure completeness of therapeutic treatment plan. |
| | 14.10   Refer clients to another treatment service. |
| | 14.11   Assist with establishment of client/family responsibility in the referral process. |
| | 14.12   Contact receiving agency to determine availability of service and provide necessary information. |
| | 14.13   Participate in follow-up plan. |
| | 14.14   Participate in team review (evaluation) of treatment plans. |
| | 14.15   Propose treat goals or therapeutic interventions. |
| | 14.16   Participate in decision making. |
| | 14.17   Record information in written form. |

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| | 14.18 | Obtain information from recorded materials. |
| 15.0 | Supervise individual patients and patient teams in the routine daily living activities of the treatment and rehabilitation unit – the student will be able to: | |
| | 15.01 | Use language and expressions that client can understand. |
| | 15.02 | Maintain attentive behavior. |
| | 15.03 | Control violent behavior. |
| | 15.04 | Schedule and supervise client's work assignment. |
| | 15.05 | Escort clients when necessary. |
| | 15.06 | Facilitate reality-based feedback to clients. |
| 16.0 | Perform pharmacological aspects of care as directed – the student will be able to: | |
| | 16.01 | Observe and report side effects of medication. |
| | 16.02 | Administer prepackaged medication. |
| | 16.03 | Motivate client to take prescribed medication. |
| | 16.04 | Assemble information about properties of medications being administered, their potential side effects, and client's rights relating to taking or refusing medication. |
| | 16.05 | Determine client's medication history from records or family in re-allergic reactions. |
| | 16.06 | Assure adequate supply and safeguard storage of medications to prevent overdose. |
| | 16.07 | Assume responsibility for information transfer to/from oncoming shift. |

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Unit Treatment and Rehabilitation**
**ATD CIP Number:** **0351150201**
**SOC Code(s):** **31-9099; 29-2053**

When this program is offered at the college level, the following standards and benchmarks apply:

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|---|---|
| **Human Services Core: The Human Services Core is a core of basic knowledge necessary for any Human Services career. Students who have previously completed the Human Services Careers Core or any other health occupations program do not have to repeat standards 01-09.** | |
| 01.0 | Demonstrate knowledge of the human services delivery system and human services occupations – the student will be able to: |
| | 01.01 Identify the basic components of the human services delivery system including public, private, government and non-profit. |
| | 01.02 Identify common methods of payment for human services. |
| | 01.03 Describe the various types of human services providers and the range of services available including resources to victims of domestic violence and family violence. |
| | 01.04 Describe the composition and functions of a human services team. |
| | 01.05 Identify the general roles and responsibilities of the individual members of the human services team. |
| | 01.06 Identify the roles and responsibilities of the client within the human services delivery system. |
| | 01.07 Identify characteristics of effective teams. |
| | 01.08 Recognize methods for building positive team relationships. |
| | 01.09 Analyze attributes and attitudes of an effective leader. |
| | 01.10 Recognize factors and situations that may lead to conflict. |
| | 01.11 Demonstrate effective techniques for managing team conflict. |
| | 01.12 Describe factors that influence the current delivery system of human /social services |
| | 01.13 Explain the impact of emerging issues including technology, bioethics and socioeconomics on human services delivery systems. |
| 02.0 | Demonstrate the ability to communicate and use interpersonal skills effectively – the student will be able to: |
| | 02.01 Develop basic communication and active listening skills. |

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|---|---|---|
| | 02.02 | Develop basic observational skills and related documentation strategies in written and oral form. |
| | 02.03 | Identify characteristics of successful and unsuccessful communication including client resistance. |
| | 02.04 | Respond effectively to verbal and non-verbal cues. |
| | 02.05 | Compose written communication using correct spelling, grammar, formatting and confidentiality. |
| | 02.06 | Use appropriate technical terminology and abbreviations. |
| | 02.07 | Recognize the importance of courtesy and respect for clients and other human services workers and maintain good interpersonal relationships. |
| | 02.08 | Recognize the importance of client educations regarding rendering of services. |
| | 02.09 | Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, sexual orientation, ethnic and religious groups. |
| | 02.10 | Recognize elements of communication using a sender-receiver model. |
| | 02.11 | Distinguish between and report subjective and objective information. |
| | 02.12 | Report relevant information in order of occurrence. |
| 03.0 | Demonstrate legal and ethical responsibilities – the student will be able to: | |
| | 03.01 | Discuss the legal framework of the human services occupations including scope of practice legislation. |
| | 03.02 | Explain practices that could results in malpractice, liability and/or negligence. |
| | 03.03 | Demonstrate procedures for accurate documentation and record keeping. |
| | 03.04 | Interpret agency/facility policy and procedures. |
| | 03.05 | Explain the "Patient's Bill of Rights". |
| | 03.06 | Identify standards of the Health Insurance Portability and Accountability Act (HIPAA). |
| | 03.07 | Describe informed consent. |
| | 03.08 | Explain the laws governing harassment, labor and employment. |
| | 03.09 | Differentiate between legal and ethical issues in human services. |
| | 03.10 | Describe a code of ethics consistent with the human services occupation. |
| | 03.11 | Identify and compare personal, professional, and organizational ethics. |
| | 03.12 | Recognize the limits of authority and responsibility of human service workers. |

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| | 03.13 | Recognize and report illegal and/or unethical practices of human services workers. |
| | 03.14 | Recognize and report abuse including child abuse, elderly abuse, domestic violence and neglect. |
| 04.0 | Demonstrate an understanding of and apply wellness and disease concepts – the student will be able to: | |
| | 04.01 | Identify psychological reactions to illness including defense mechanisms. |
| | 04.02 | Identify complementary and alternative health practices. |
| | 04.03 | Discuss the adverse effects of the use of alcohol, illegal drugs, steroids and other high-risk behaviors on the human body. |
| | 04.04 | Explain the basic concepts of positive self-image, wellness, and stress. |
| | 04.05 | Develop a wellness and stress control plan that can be used in personal and professional life. |
| | 04.06 | Recognize the steps in the grief process. |
| 05.0 | Recognize and practice safety and security procedures – the student will be able to: | |
| | 05.01 | Recognize safe and unsafe working conditions and report safety hazards. |
| | 05.02 | Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations including standard precautions. |
| | 05.03 | Describe fire, safety, disaster and evacuations procedures. |
| | 05.04 | Discuss The Joint Commission (JCAHO) patient safety goals (www.jcaho.org). |
| | 05.05 | Recognize adverse drug related emergencies. |
| | 05.06 | Describe legal parameters relating to the administration of emergency care. |
| 06.0 | Demonstrate an understanding of information technology applications in healthcare – the student will be able to: | |
| | 06.01 | Describe the uses of computers in human services |
| | 06.02 | Define terms and demonstrate basic computer skills. |
| | 06.03 | Recognize technology applications in human services |
| | 06.04 | Interpret information from electronic documents. |
| | 06.05 | Identify methods of communication to access and distribute data such as fax, e-mail and internet. |
| 07.0 | Demonstrate employability skills – the student will be able to: | |
| | 07.01 | Identify personal traits or attitudes desirable in a member of the Human Services team. |

| | 07.02 | Define basic professional standards of human services workers as they apply to dress, language, informed consent, confidentiality and behavior (i.e. courtesy and self-introductions). |
|---|---|---|
| | 07.03 | Identify documents that may be required when applying for a job. |
| | 07.04 | Write an appropriate resume. |
| | 07.05 | Conduct a job search. |
| | 07.06 | Complete a job application form correctly. |
| | 07.07 | Demonstrate competence in job interview techniques. |
| | 07.08 | Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential. |
| | 07.09 | Identify acceptable work habits. |
| | 07.10 | Recognize appropriate professional behavior. |
| | 07.11 | Compare careers within the human services career pathways |
| 08.0 | Demonstrate knowledge of blood borne diseases, including HIV/AIDS – the student will be able to: | |
| | 08.01 | Recognize emerging diseases and disorders. |
| | 08.02 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| | 08.03 | Identify community resources and services available to the individuals with diseases caused by blood borne pathogens. |
| | 08.04 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| | 08.05 | Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing. |
| 09.0 | Apply basic math and science skills – the student will be able to: | |
| | 09.01 | Draw, read, and report on graphs, charts and tables. |
| | 09.02 | Measure time, temperature, distance, capacity, and mass/weight. |
| | 09.03 | Demonstrate ability to evaluate and draw conclusions. |
| | 09.04 | Organize and communicate the results obtained by observation and experimentation. |
| | 09.05 | Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions. |
| | 09.06 | Calculate ratios. |

**Unit Treatment and Rehabilitation - Students completing this module have met the requirements SOC Code 29-2053 Psychiatric**

| **Technician.** | | |
|---|---|---|
| 10.0 | Participate in a variety of treatment and rehabilitation activities designed to stabilize, reorient, and rehabilitate mentally-ill and emotionally disturbed patients – the student will be able to: | |
| | 10.01 | Describe agency and programs. |
| | 10.02 | Identify and record maladaptive behaviors. |
| | 10.03 | Initiate effective relationships with clients. |
| | 10.04 | Negotiate a reward system with client. |
| | 10.05 | Identify legal considerations. |
| | 10.06 | Reduce client anxiety. |
| | 10.07 | Identify client's problem by interpreting test results and soliciting information from other agencies within constraints of applicable confidentiality policies and laws. |
| | 10.08 | Observe clients to prevent regression. |
| | 10.09 | Perform reality testing. |
| 11.0 | Assist treatment and rehabilitation personnel in carrying out prescribed functions of specialized rehabilitation programs centered around personal and social adjustment, i.e., self-help, personal hygiene, and daily living – the student will be able to: | |
| | 11.01 | Obtain relevant information from client using interview techniques. |
| | 11.02 | Explain client's rights. |
| | 11.03 | Obtain client's signature if needed. |
| | 11.04 | Shape client's behavior to substitute appropriate for maladaptive behavior. |
| | 11.05 | Explain anticipated events related to treatment plan. |
| | 11.06 | Obtain client's specific agreement and commitment to an agreed upon treatment plan. |
| | 11.07 | Verify client's understanding of treatment plan contract. |
| | 11.08 | Assist with explanation and interpretation of treatment plan to family. |
| | 11.09 | Teach client personal self-help and living skills to develop an independent self-care program. |
| | 11.10 | Identify and teach client at risk behavior which promotes the spread of AIDS. |
| | 11.11 | Identify specific goals and objectives for client. |
| | 11.12 | Direct communication to client capabilities. |

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| | 11.13 | Plan learning tasks in increments appropriate to client's level of functioning. |
| | 11.14 | Utilize effective reinforcement techniques. |
| | 11.15 | Recognize, report/record indications of delirium tremens, hallucinations, confusional states or changes in emotion. |
| | 11.16 | Recognize and report symptoms of abuse and neglect. |
| | 11.17 | Encourage client compliance with routines. |
| | 11.18 | Acquire assistance in interpreting as needed. |
| | 11.19 | Implement appropriate JCAHO patient safety goals. |
| 12.0 | Participate in group therapy sessions with professionals and observes patients for changes in behavior patterns – the student will be able to: | |
| | 12.01 | "Read" and respond to "feeling tones" of client. |
| | 12.02 | Conduct an activity program planned around the specific needs and interests of clients and their physical/emotional capabilities and limitations. |
| | 12.03 | Assure client safety while encouraging and supporting their participation in activity. |
| | 12.04 | Analyze critical incidents. |
| | 12.05 | Empathize with and reassure client. |
| | 12.06 | Lead, co-lead and/or participate in group therapy sessions. |
| | 12.07 | Enhance socialization and interaction of clients. |
| | 12.08 | Foster and sustain trust building relationship. |
| | 12.09 | Foster involvement of all group members. |
| | 12.10 | Draw out client feelings that encourage the release of tension and anxieties (catharsis). |
| | 12.11 | Reduce excessive group pressure on a client. |
| | 12.12 | Evaluate group session. |
| | 12.13 | Protect client's right to privacy and confidentiality. |
| | 12.14 | Adhere to organization policy in dealing with critical incident. |
| 13.0 | Take patients vitals and assist patient with daily personal care activities – the student will be able to: | |
| | 13.01 | Monitor, record, report vital signs. |

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| | 13.02 | Supervise client feeding, bathing and grooming. |
| | 13.03 | Monitor urine and bowel habits. |
| 14.0 | Prepare reports, assimilate data and recommend changes in policies, procedures, or techniques as a member of the treatment and rehabilitation team – the student will be able to: | |
| | 14.01 | Determine appropriate treatment needs. |
| | 14.02 | Record and review data with client to assure accuracy. |
| | 14.03 | Prepare report for supervisor. |
| | 14.04 | Record client's progress. |
| | 14.05 | Initiate revision to treatment plan if needed. |
| | 14.06 | Participate in planning and developing policies and procedures for a treatment program. |
| | 14.07 | Identify treatment program characteristics. |
| | 14.08 | Assist with identification of necessary budgeting, staffing, equipment, supplies, and physical plant resources. |
| | 14.09 | Collect and compile information to insure completeness of therapeutic treatment plan. |
| | 14.10 | Refer clients to another treatment service. |
| | 14.11 | Assist with establishment of client/family responsibility in the referral process. |
| | 14.12 | Contact receiving agency to determine availability of service and provide necessary information. |
| | 14.13 | Participate in follow-up plan. |
| | 14.14 | Participate in team review (evaluation) of treatment plans. |
| | 14.15 | Propose treat goals or therapeutic interventions. |
| | 14.16 | Participate in decision making. |
| | 14.17 | Record information in written form. |
| | 14.18 | Obtain information from recorded materials. |
| 15.0 | Supervise individual patients and patient teams in the routine daily living activities of the treatment and rehabilitation unit – the student will be able to: | |
| | 15.01 | Use language and expressions that client can understand. |
| | 15.02 | Maintain attentive behavior. |

| | | |
|---|---|---|
| | 15.03 | Control violent behavior. |
| | 15.04 | Schedule and supervise client's work assignment. |
| | 15.05 | Escort clients when necessary. |
| | 15.06 | Facilitate reality-based feedback to clients. |
| 16.0 | Perform pharmacological aspects of care as directed – the student will be able to: | |
| | 16.01 | Observe and report side effects of medication. |
| | 16.02 | Administer prepackaged medication. |
| | 16.03 | Motivate client to take prescribed medication. |
| | 16.04 | Assemble information about properties of medications being administered, their potential side effects, and client's rights relating to taking or refusing medication. |
| | 16.05 | Determine client's medication history from records or family in re-allergic reactions. |
| | 16.06 | Assure adequate supply and safeguard storage of medications to prevent overdose. |
| | 16.07 | Assume responsibility for information transfer to/from oncoming shift. |

## Laboratory Activities

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

## Special Notes

Either a community college or school district may offer the ATD program.  A community college may offer the ATD as either college credit or vocational credit.  A vocational technical center may offer the ATD as vocational credit only.  Students completing an ATD at a vocational technical center will be awarded the guaranteed college credit upon enrollment at the community college.

This program is part of the Human Services AS degree and guarantees transfer of 24 credit hours toward the related AS degree.  Minimum entrance requirements for this program include a high school diploma or GED.  Students must meet the minimum basic skills to complete this program.

This program meets the Department of Health HIV/AIDS and domestic violence education requirements.  Upon completion of this program the instructor will provide a certificate to the student verifying that the HIV/AIDS and domestic violence requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

## Career and Technical Student Organization (CTSO)

HOSA 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.

## Basic Skills

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/core/fileparse.php/5423/urlt/2014-15-basicskills-with-License-exempt.rtf.

## **Accommodations**

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

## **Program Length**

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS or AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation.  An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program.  Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction.  The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C.  Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD.  A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 24 credits.  When offered at a technical center the standard length of this program is 720 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

## **Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

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

| | Secondary – Middle School |
|---|---|
| Program Number | 8500140 |
| CIP Number | 04209950EX |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1 |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

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

**Florida Standards for English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

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

**Standards**

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

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

**Florida Department of Education**
**Student Performance Standards**

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

**Course Description:**

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

| CTE Standards and Benchmarks |
| --- |
| 01.0     Demonstrate leadership and organizational skills in the workplace – the student will be able to: |
|     01.01   Identify purposes and functions of professional and Community service organizations. |
|     01.02   Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations. |
|     01.03   Work cooperatively as a group member to achieve organizational goals. |
|     01.04   Demonstrate confidence in leadership roles and organizational responsibilities. |
|     01.05   Identify and utilize the planning process. |
|     01.06   Develop a personal growth project. |
| 02.0     Apply academic skills as they relate to the workplace – the student will be able to: |
|     02.01   Demonstrate reading comprehension of technical/work manuals and written instruction. |
|     02.02   Apply appropriate mathematical skills as they relate to the task at hand. |
|     02.03   Apply technical writing skills. |
| 03.0     Identify desirable personal and work ethics – the student will be able to: |
|     03.01   Describe positive and negative personal and work ethics. |
|     03.02   Recognize the benefits of positive personal and work ethics. |
|     03.03   Identify character traits that reflect good moral judgment (i.e. honesty, kindness) |

| CTE Standards and Benchmarks | |
|---|---|
| | 03.04  Demonstrate characteristics that produce successful employee/employer relations. |
| 04.0 | Develop interpersonal skills for personal and career success – the student will be able to: |
| | 04.01  Determine ways to strengthen self-esteem. |
| | 04.02  Identify factors that influence personality formation. |
| | 04.03  Identify positive human resources required for successful personal and work relationships. |
| | 04.04  Determine the relevance of integrating academic learning, social skills and lifestyle choices to home, community and career. |
| 05.0 | Demonstrate team player skills – the student will be able to: |
| | 05.01  Define teamwork. |
| | 05.02  Identify the benefits of working cooperatively. |
| | 05.03  Recognize confrontational personality types within a team. |
| | 05.04  Practice conflict resolution techniques. |
| 06.0 | Demonstrate employability skills – the student will be able to: |
| | 06.01  Identify academic skills required for job success. |
| | 06.02  Recognize factors that may influence career choices. |
| | 06.03  Identify sources of career information. |
| | 06.04  List the steps in a job search. |
| | 06.05  Demonstrate effective interviewing skills |
| | 06.06  Identify existing Family and Consumer Sciences career pathways within the school system. |
| 07.0 | Create and maintain an employment portfolio – the student will be able to: |
| | 07.01  Identify the components of a portfolio. |
| | 07.02  Discuss the value of a career portfolio. |
| | 07.03  Prepare a computer-generated portfolio. |
| | 07.04  Maintain the portfolio components in a professionally organized format. |

| CTE Standards and Benchmarks | |
|---|---|
| 08.0 | Demonstrate critical thinking skills and application of the decision making process as it relates to personal and work situations – the student will be able to: |
| | 08.01 Define the decision-making process. |
| | 08.02 Apply the decision making-process in workplace situations. |
| | 08.03 Demonstrate the ability to apply critical thinking skills. |
| 09.0 | Recognize and demonstrate effective communication skills – the student will be able to: |
| | 09.01 Define assertive, aggressive, and passive communication. |
| | 09.02 Identify the impact of non-verbal behavior on communication. |
| | 09.03 Analyze the importance of accepting constructive criticism. |
| | 09.04 Demonstrate techniques for dealing with criticism. |
| | 09.05 Demonstrate computer literacy. |
| | 09.06 Practice appropriate written and verbal communication necessary for the workplace. |
| | 09.07 Practice effective presentation techniques. |
| 10.0 | Identify appropriate dress for various job experiences – the student will be able to: |
| | 10.01 Practice good grooming techniques. |
| | 10.02 Identify the factors needed to create an economical, coordinated, easy care work wardrobe. |
| | 10.03 Select appropriate clothing for a variety of careers and work situations. |
| 11.0 | Recognize the importance of healthy choices as they relate to the well-being of the individual – the student will be able to: |
| | 11.01 Define and describe symptoms of stress. |
| | 11.02 Identify various coping behaviors. |
| | 11.03 List and define types of substance abuse. |
| | 11.04 Identify effects of substance abuse on job performance. |
| | 11.05 List help that is available, through the government and community organizations, for attaining and maintaining good mental and emotional health. |
| | 11.06 Describe the importance of healthy food choices as they relate to job performance. |

| CTE Standards and Benchmarks | |
|---|---|
| | 11.07  Identify techniques for balancing work, community, and personal life. |
| 12.0 | Practice successful resource management techniques – the student will be able to: |
| | 12.01  Define resources. |
| | 12.02  List the benefits of managing resources. |
| | 12.03  Prepare and keep a daily planner. |
| | 12.04  Describe qualities and characteristics of a positive mentoring experience. |
| 13.0 | Identify legal issues as they relate to the work environment – the student will be able to: |
| | 13.01  Define and describe types of sexual harassment in the workplace. |
| | 13.02  Identify appropriate conversation for the work environment. |
| | 13.03  List the advantages of a culturally diverse workplace. |
| | 13.04  Discuss the Americans with Disabilities Act. |
| | 13.05  Discuss the Equal Employment Opportunity Act. |
| 14.0 | Identify job benefits – the student will be able to: |
| | 14.01  Define job benefits. |
| | 14.02  Identify advantages of fringe benefits. |
| | 14.03  Discuss income as it relates to career success. |
| 15.0 | Practice employee and job safety – the student will be able to: |
| | 15.01  Discuss the roles of the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA). |
| | 15.02  Discuss human errors and unsafe work environments and their relationship to employee safety. |
| | 15.03  Demonstrate safe operation of workplace equipment. |
| | 15.04  Identify first aid procedures for accidents and injuries. |
| 16.0 | Identify career pathways related to family and consumer sciences – the student will be able to: |
| | 16.01  Define and describe the different types of businesses related to Family and Consumer Sciences career pathways. |

| CTE Standards and Benchmarks |
|---|
| 16.02   Explain entrepreneurship. |
| 16.03   Describe the risks and advantages of entrepreneurship. |
| 16.04   Develop an entrepreneur business plan for a Family and Consumer Sciences career pathway. |
| 16.05   Operate an on-site business related to a Family and Consumer Sciences career pathway. |

# Additional Information

## Laboratory Activities

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

## Special Notes

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

## Accommodations

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

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

## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

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

| Secondary – Middle School | |
|---|---|
| Program Number | 8500230 |
| CIP Number | 09209921EX |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1<br>HEALTH 6 |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

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

**Florida Standards for English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

**<u>Standards</u>**

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

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

**Florida Department of Education**
**Student Performance Standards**

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

**Course Description:**

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

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

| | CTE Standards and Benchmarks |
|---|---|
| | 02.01 Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence. |
| | 02.02 Identify Maslow's basic human needs. |
| | 02.03 Define self-esteem and self-concept. |
| | 02.04 Explain how heredity and environment affect the development of personality. |
| | 02.05 Identify factors that affect self-concept and achievement. |
| | 02.06 State how a positive self-concept builds good relationships with friends, peers, parents, and family members. |
| | 02.07 Identify characteristics of individuals with high/low self-esteem. |
| | 02.08 Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development. |
| | 02.09 Analyze personality strengths and weaknesses. |
| | 02.10 Identify how values and standards affect character and actions. |
| | 02.11 Determine how to make ethical decisions. |
| 03.0 | Identify and apply skills needed for positive interpersonal relationships – the student will be able to: |
| | 03.01 Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups. |
| | 03.02 Identify appropriate topics of conversation when establishing relationships with acquaintances. |
| | 03.03 List forms of verbal and non-verbal communication. |
| | 03.04 Practice positive communication skills. |
| | 03.05 Demonstrate appropriate manners and etiquette for a variety of social situations. |
| 04.0 | Identify positive coping skills for adjusting to stress and conflict – the student will be able to: |
| | 04.01 Identify positive and negative stress. |
| | 04.02 Identify changes that affect families. |
| | 04.03 Describe ways of coping with personal and family stress and crises. |
| | 04.04 Recognize signs of peer pressure and bullying. |

| CTE Standards and Benchmarks | |
|---|---|
| 04.05 | Demonstrate refusal skills. |
| 04.06 | Identify causes of conflict. |
| 04.07 | List the steps in the conflict resolution process. |
| 04.08 | Compare ways of dealing with and preventing conflict with friends and family members. |
| 05.0 | Identify relationships that influence personality development – the student will be able to: |
| 05.01 | Identify types of relationships. |
| 05.02 | Describe qualities of a friend |
| 05.03 | Define reasons for dating. |
| 05.04 | Recognize healthy and unhealthy relationships. |
| 05.05 | List the functions of families. |
| 05.06 | List types of family structures. |
| 05.07 | Describe the family life cycle. |
| 05.08 | Identify ways to blend work and family. |
| 05.09 | Discuss the benefits and challenges of current technology and the impact on the family. |
| 05.10 | Identify factors in caring for children and the elderly. |
| 05.11 | Discuss the joys and challenges of being a parent. |
| 06.0 | Assess the importance of good health and wellness – the student will be able to: |
| 06.01 | Describe wellness. |
| 06.02 | Explain the importance of good nutrition. |
| 06.03 | Classify foods according to the Food Guide Pyramid. |
| 06.04 | List the essential nutrients and describe their functions and sources. |
| 06.05 | List good health practices that contribute to looking your best. |

| CTE Standards and Benchmarks | |
|---|---|
| 06.06 | Identify the health risks associated with the use of alcohol, tobacco, and other drugs. |
| 06.07 | List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs. |
| 06.08 | Develop an exercise and nutrition plan that incorporates the components of wellness. |
| 06.09 | Identify careers related to health and wellness. |
| 07.0 | Develop a plan for managing your resources – the student will be able to: |
| 07.01 | Define needs and wants. |
| 07.02 | Identify major and minor decisions and the factors that affect decisions. |
| 07.03 | Identify the steps of the decision-making process. |
| 07.04 | Develop a self-improvement plan using the decision-making process to set goals and priorities. |
| 07.05 | Apply the decision-making process to personal, social, and family activities. |
| 07.06 | Identify factors that affect consumer choices. |
| 07.07 | Identify ways to manage your resources for personal needs and wants. |
| 07.08 | Develop a spending and savings plan for your money. |
| 07.09 | Discuss reasons for working. |
| 07.10 | Explain the relationship between income and lifestyle. |
| 07.11 | Identify the personal skills needed for employment. |
| 07.12 | Discuss careers related to resource management. |

# Additional Information

## Laboratory Activities

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

## Special Notes

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

## Accommodations

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

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

## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Parenting Skills**
**Program Type:** **Non Career Preparatory**
**Career Cluster:** **Human Services**

| Secondary – Non Career Preparatory | |
|---|---|
| Program Number | 8500300 |
| CIP Number | 09200113PA |
| Grade Level | 9-12, 30, 31 |
| Standard Length | .5 credit |
| Teacher Certification | E CHILD ED @0<br>PRIMARY ED@B<br>PK PRIMARY H<br>FAM CON SC 1<br>PRESCH ED A |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster.

The content includes but is not limited to parenting roles and responsibilities; nurturing and protective environments for children; positive parenting strategies; effective communication in parent/child relationships; multicultural diversity and trends in technology.
**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 .5 credits.

**Academic Alignment Table**

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

| Courses | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Environmental Science | Genetics | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 |
|---------|------|------|------|------|------|------|------|------|------|------|------|
| Course #1 | 0/87 ** | 0/80 ** | 0/83 ** | 0/69 ** | 0/67 ** | 0/70 ** | 0/69 ** | 0/82 ** | 0/66 ** | 0/74 ** | 0/72 ** |

** *Alignment pending review*          # *Alignment attempted, but no correlation to academic course*

| Courses | Algebra 1 | Algebra 2 | Geometry | English 1 | English 2 | English 3 | English 4 |
|---------|-----------|-----------|----------|-----------|-----------|-----------|-----------|
| Course #1 | 0/67 ** | 0/75 ** | 0/54 ** | 0/49 ** | 0/48 ** | 0/45 ** | 0/45 ** |

** *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 English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

## 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 Parenting Skills.
02.0    Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Parenting Skills.
03.0    Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Parenting Skills.
04.0    Analyze and evaluate parenting roles and responsibilities.
05.0    Define self-esteem and relate it to self-image and behaviors in both parents and children.
06.0    Define and explain a nurturing and protective environment for children.
07.0    Describe positive parenting skills in guiding children's behavior at different stages (including the special needs child).
08.0    Emphasize the importance of effective communication in parent/child relationships.
09.0    Identify and summarize family and community support systems.
10.0    Describe parenting issues and concerns.
11.0    Demonstrate an awareness of the diversity of today's family unit.
12.0    Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children.
13.0    Relate current trends and technological advances to the parenting process.
14.0    Demonstrate leadership and organizational skills.
15.0    Analyze recent trends/developments in brain research.

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**  **Parenting Skills**
**Course Number:**  **8500300**
**Course Credit:**  **.5**

**Course Description:**

The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and to understand the dual roles of males and females as parents and wage earners.  This course will also enhance their abilities to assist children to become effective citizens in a multicultural and technological society.

| 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 Parenting Skills. | |
| 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 Parenting Skills. | |
| 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 | |
| 02.02 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 | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <br> 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. <br> 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. <br> LAFS.910.WHST.3.8 | |
| 02.03.3 Draw evidence from informational texts to support analysis, reflection, and research. <br> 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. <br> 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 Parenting Skills. | |
| 03.01 Make sense of problems and persevere in solving them. <br> MAFS.K12.MP.1.1 | |
| 03.02 Reason abstractly and quantitatively. <br> MAFS.K12.MP.2.1 | |
| 03.03 Construct viable arguments and critique the reasoning of others. <br> MAFS.K12.MP.3.1 | |
| 03.04 Model with mathematics. <br> MAFS.K12.MP.4.1 | |
| 03.05 Use appropriate tools strategically. <br> MAFS.K12.MP.5.1 | |
| 03.06 Attend to precision. <br> MAFS.K12.MP.6.1 | |
| 03.07 Look for and make use of structure. <br> 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    Analyze and evaluate parenting roles and responsibilities – the student will be able to: | | |
| 04.01  Define parenting and related terminology. | | |
| 04.02  Describe the myths and realities of parenthood. | | |
| 04.03  Analyze the positive and negative reasons for having children. | | |
| 04.04  Evaluate the financial impact of rearing children. | | |
| 04.05  Describe characteristics of nurturing parents and family members. | | |
| 04.06  Assess the roles, responsibilities and rewards involved in being an effective parent. | | |
| 04.07  Compare and contrast parenting styles such as democratic, permissive and authoritarian. | | |
| 04.08  Determine the attitudes and characteristics that would indicate personal readiness for parenthood. | | |
| 05.0    Define self-esteem and relate it to self-image and behaviors in both parents and children – the student will be able to: | | |
| 05.01  Define self-esteem. | | |
| 05.02  Analyze the characteristics of people with both high and low self-esteem. | | |
| 05.03  Discuss how positive self-esteem affects children throughout the developmental stages. | | |
| 05.04  Develop strategies to encourage high self-esteem in children throughout developmental stages. | | |
| 05.05  Analyze factors that have a negative impact on a child's self-esteem. | | |
| 05.06  List and discuss activities, clubs, sports, etc. and their impact on children's and parent's self-esteem. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 06.0    Define and explain a nurturing and protective environment for children – the student will be able to: | | |
|      06.01   Define and explain the meaning of a nurturing and protective environment. | | |
|      06.02   Identify the developmental stages of children (physical, social, emotional and intellectual.) | | |
|      06.03   Demonstrate an awareness of appropriate physical care of children including bathing, feeding, dressing and health routines. | | |
|      06.04   Identify and discuss factors that would enhance or impede positive parenting and family relationships (to include divorce, death, HIV/AIDS, latchkey children, drugs and suicide). | | |
|      06.05   Define child abuse and neglect and differentiate between the types of child abuse and neglect. | | |
|      06.06   Describe the influence of personal and environmental factors that can result in child abuse. | | |
|      06.07   Define Shaken Baby Syndrome. | | |
|      06.08   Assess the skills needed for parenting children with special needs or who are at risk. | | |
|      06.09   Explain ways to assist children in managing stress. | | |
|      06.10   Devise strategies that will assist parents in becoming involved in their children's education at home and at school. | | |
|      06.11   Evaluate factors to consider when selecting child care. | | |
| 07.0    Describe positive parenting skills in guiding children's behavior at different stages (including the special needs child) – the student will be able to: | | |
|      07.01   Identify and discuss positive parenting skills. | | |
|      07.02   Distinguish between responsible and irresponsible behavior in children at different developmental stages. | | |
|      07.03   Define and explain: discipline, punishment, and guidance. | | |
|      07.04   Outline acceptable methods of guidance used to modify behavior in a child. | | |
| 08.0    Emphasize the importance of effective communication in parent/child relationships – the student will be able to: | | |
|      08.01   Define effective communication and relate it to a child's social, emotional, and intellectual development. | | |
|      08.02   Discuss the importance of openness and truthfulness in parent/child communication. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 08.03 Differentiate between positive and negative communication between parent and child. | | |
| 08.04 Compile a list of effective methods used to encourage parent/child communication. | | |
| 09.0 Identify and summarize family and community support systems – the student will be able to: | | |
| 09.01 Prepare a list of community resources available to families and summarize their services. | | |
| 09.02 Research and report on state and federal resources that provide support for families. | | |
| 10.0 Describe parenting issues and concerns – the student will be able to: | | |
| 10.01 Analyze the influences of television and other media on the family. | | |
| 10.02 Develop and analyze a list of social problems that affect parenting. | | |
| 10.03 Identify responsibilities and concerns relative to teen parenting. | | |
| 11.0 Demonstrate an awareness of the diversity of today's family unit – the student will be able to: | | |
| 11.01 Describe factors that cause diversity in families. | | |
| 11.02 Compare the differences between lifestyles of today and the past. | | |
| 11.03 Analyze ways of strengthening families that are diverse. | | |
| 12.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children – the student will be able to: | | |
| 12.01 Define family, multicultural and ethnic diversity. | | |
| 12.02 Define cultural bias, stereotypes and prejudices and determine how each limits and/or interferes with effective parenting. | | |
| 12.03 Analyze and determine similarities and differences among multicultural families. | | |
| 12.04 Develop strategies to help families assimilate into a new and different cultural environment. | | |
| 12.05 Determine ways parents can assist their children in distinguishing between truths and myths regarding other cultures. | | |
| 13.0 Relate current trends and technological advances to the parenting process – the student will be able to: | | |
| 13.01 Compile a list of current trends and new technology and discuss their relationship to the parenting process. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 13.02 Devise methods of keeping abreast of current trends and new technology that impact parenting. | | |
| 13.03 Research and report on adaptive tools and equipment used by children with special needs. | | |
| 13.04 Demonstrate an awareness of how new technology and adaptive tools and equipment can be used to enhance parenting. | | |
| 14.0 Demonstrate leadership and organizational skills – the student will be able to: | | |
| 14.01 Identify vocational youth organizations related to family life. | | |
| 14.02 Determine purposes and functions of vocational youth organizations. | | |
| 14.03 Explain roles and responsibilities of members and work cooperatively as a group member to achieve organizational goals. | | |
| 14.04 Demonstrate confidence in leadership roles and organizational responsibilities. | | |
| 14.05 Demonstrate commitment to achieve organizational goals. | | |
| 14.06 Develop a personal growth project. | | |
| 14.07 Weigh competitive events for vocational youth organizations. | | |
| 15.0 Analyze recent trends/developments in brain research – the student will be able to: | | |
| 15.01 Conduct a study of brain research as it relates to the development of the brain from 0-6 years, using various forms of media, including magazines, books, and the internet. Summarize findings. | | |
| 15.02 Explain why the first three years of life are critical to a child's development. | | |
| 15.03 Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development. | | |
| 15.04 Using the media center, prepare a list of books and other resources on brain research. | | |
| 15.05 Give examples of activities that are age appropriate for ages 0-6. | | |

# Additional Information

## Laboratory Activities

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

## Career and Technical Student Organization (CTSO)

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

## Cooperative Training – OJT

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

## Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Family Dynamics**
**Program Type:** **Non Career Preparatory**
**Career Cluster:** **Human Services**

| Secondary – Non Career Preparatory | |
|---|---|
| Program Number | 8500345 |
| CIP Number | 09200116PA |
| Grade Level | 9-12, 30, 31 |
| Standard Length | .5 credit |
| Teacher Certification | FAM CON SC 1 |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster.

The content includes but is not limited to: recognizing the role and importance of the family; formulating skills in preparation for successful adult and family life; studying the family life cycle; developing skills to build and maintain healthy family relationships; addressing current issues that create stress and conflict within the family unit; recognizing the importance of balancing work and family; and evaluating the impact of technological and social forces on the family - past, present and future.

**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 ½ credit.

**Academic Alignment Table**

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

| Courses | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Environmental Science | Genetics | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Course #1 | 0/87 ** | 0/80 ** | 0/83 ** | 0/69 ** | 0/67 ** | 0/70 ** | 0/69 ** | 0/82 ** | 0/66 ** | 0/74 ** | 0/72 ** |

** *Alignment pending review*        # *Alignment attempted, but no correlation to academic course*

| Courses | Algebra 1 | Algebra 2 | Geometry | English 1 | English 2 | English 3 | English 4 |
|---|---|---|---|---|---|---|---|
| Course #1 | 0/67 ** | 0/75 ** | 0/54 ** | 0/49 ** | 0/48 ** | 0/45 ** | 0/45 ** |

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For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

## 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 Family Dynamics.
02.0    Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Family Dynamics.
03.0    Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Family Dynamics.
04.0    Identify concerns adolescents' face regarding their changing bodies as a part of human development, behavior and relationships.
05.0    Prepare for adult and family life.
06.0    Specify the role and significance of the family.
07.0    Examine the major phases in the family life cycle.
08.0    Build healthy family relationships.
09.0    Develop strategies for managing stress, conflict and crisis.
10.0    Assess the importance of balancing work and family.
11.0    Evaluate forces that impact the family.
12.0    Demonstrate leadership and organizational skills.
13.0    Identify recent trends/developments in brain research.

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Family Dynamics**
**Course Number:** **8500345**
**Course Credit:** **.5**

**Course Description:**

The purpose of this course is to prepare students for the roles, responsibilities and relationships essential to functional families and to understand the nature, function, and significance of human relationships within family and individual units.

| 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 Family Dynamics. | |
|     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.<br>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.<br>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.<br>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.<br>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).<br>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. | |

| Florida Standards | | | Correlation to CTE Program Standard # |
|---|---|---|---|
| | | 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 Family Dynamics. | | |
| 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 | |
| 02.02 | 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 | |

| Florida Standards | |
|---|---|
| | 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 Family Dynamics. | |
| 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. | |
| | 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 concerns adolescents face regarding their changing bodies as a part of human development, behavior and relationships – the student will be able to: | | |
| 04.01 Explain why human sexuality is an integral part of development, behavior and relationship. | | |
| 04.02 Define terminology associated with human sexuality. | | |
| 04.03 Explain the male and female reproductive systems. | | |
| 05.0 Prepare for adult and family life – the student will be able to: | | |
| 05.01 Identify purposes and responsibilities of dating. | | |
| 05.02 Specify marriage laws and customs. | | |
| 05.03 Develop interpersonal skills. | | |
| 05.04 Recognize and prepare for change. | | |
| 05.05 Demonstrate knowledge of personal and professional etiquette. | | |
| 05.06 Develop awareness of personal identity. | | |
| 05.07 Evaluate the effects of values and goals on family life. | | |
| 05.08 Demonstrate respect for self and others. | | |
| 06.0 Specify the role and significance of the family – the student will be able to: | | |
| 06.01 Generate a definition of family. | | |
| 06.02 Research multi-cultural influences on family life. | | |
| 06.03 Differentiate the strengths and weakness of diverse family | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| structures. | | |
| 06.04 Evaluate the status of the family unit in today's society. | | |
| 06.05 Distinguish the historical changes that have occurred within the family. | | |
| 06.06 Analyze the functions of family - past, present and future. | | |
| 07.0 Examine the major phases in the family life cycle – the student will be able to: | | |
| 07.01 Recognize established family identities and boundaries. | | |
| 07.02 Examine established stable patterns that support the family. | | |
| 07.03 Identify and describe family legacies and rituals. | | |
| 08.0 Build healthy family relationships – the student will be able to: | | |
| 08.01 Demonstrate effective communication skills. | | |
| 08.02 Explain the importance of and cite examples of teamwork. | | |
| 08.03 Plan family activities that encourage stability and interaction. | | |
| 08.04 Apply the decision making process to problem solving. | | |
| 08.05 Recognize the components of positive conflict resolution. | | |
| 09.0 Develop strategies for managing stress, conflict and crisis – the student will be able to: | | |
| 09.01 Analyze the positive and negative effects of divorce and remarriage on family members. | | |
| 09.02 Analyze and develop techniques for coping with aging, illness, death and dying. | | |
| 09.03 Plan ways of managing stress, time and finances. | | |
| 09.04 Recognize and develop coping and prevention techniques for peer pressure, suicide, date rape, child abuse and neglect, family violence, and spouse abuse. | | |
| 09.05 Identify addictive and destructive behaviors and organize a plan for prevention and rehabilitation. | | |
| 09.06 Consider and prepare for the possibility of unemployment, natural disasters and war. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 10.0 Assess the importance of balancing work and family – the student will be able to: | | |
| 10.01 Analyze the roles and responsibilities of family members as they relate to the dual role family. | | |
| 10.02 Describe latchkey children and identify issues and concerns. | | |
| 10.03 Identify factors that endanger personal and family safety, and formulate preventive actions. | | |
| 10.04 Describe the needs and care requirements of elderly family members. | | |
| 10.05 Describe the needs and care requirements of children of working parents. | | |
| 10.06 Analyze on site/corporate childcare and its benefits. | | |
| 10.07 Research the availability and benefits of shared jobs/flex time. | | |
| 11.0 Evaluate forces that impact the family – the student will be able to: | | |
| 11.01 Compare, select and use current technology for the home. | | |
| 11.02 Assess the positive and negative effects of the media as it relates to family life. | | |
| 11.03 Describe the interrelationship between school and family. | | |
| 11.04 Research current laws regarding the family and their effects on member's rights, privileges and responsibilities. | | |
| 11.05 Evaluate the cause and effect relationship of the economy on economic independence of families. | | |
| 11.06 Assess the impact of family mobility in today's society. | | |
| 12.0 Demonstrate leadership and organizational skills – the student will be able to: | | |
| 12.01 Identify professional and youth organizations. | | |
| 12.02 Identify purposes and functions of professional and youth organizations. | | |
| 12.03 Identify roles and responsibilities of members of professional and youth organizations. | | |
| 12.04 Work cooperatively as a group member to achieve organizational goals. | | |
| 12.05 Demonstrate confidence in leadership roles and organizational responsibilities. | | |

| CTE Standards and Benchmarks | | FS-M/LA | NGSSS-Sci |
|---|---|---|---|
| | 12.06 Demonstrate commitment to achieve organizational goals. | | |
| 13.0 | Identify recent trends/developments in brain research – the student will be able to: | | |
| | 13.01 Conduct a study of brain research as it relates to the development of the brain from 0-3 years, using various forms of media, including magazines, books, and the internet.  Summarize findings. | | |
| | 13.02 Explain why the first three years of life are critical to a child's development. | | |
| | 13.03 Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development. | | |
| | 13.04 Relate the brain research findings to the care of children ages 0-3 by parents and other caregivers. | | |
| | 13.05 Give examples of activities that are age appropriate for ages 0-3. | | |

# Additional Information

## Laboratory Activities

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

## Career and Technical Student Organization (CTSO)

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

## Cooperative Training – OJT

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

## Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** Family, Home and Consumer Technology/Family and Consumer Sciences (FACS) Essentials
**Program Type:** Non Career Preparatory
**Career Cluster:** Human Services

**Note:** This program has been daggered for a name change to **"Family and Consumer Sciences (FACS) Essentials"**. This change will be effective for the **2017 - 2018** school year.

| Secondary – Non Career Preparatory | |
|---|---|
| Program Number | 8500365 |
| CIP Number | 09200118PA |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 1 credit |
| Teacher Certification | FAM CON SCI<br>FASH TECH 7 G<br>INT DES 7 G<br>CULINARY 7 G<br>PRESCH ED A |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

## Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster.

The content includes but is not limited to food preparation and nutrition, housing, consumer and personal finance, apparel selection and care, parenting skills, healthy relationships, leadership skills and employability skills.

**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 1 credit.

## Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

| Courses | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Environmental Science | Genetics | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 8500365 | 0/87 ** | 0/80 ** | 0/83 ** | 0/69 ** | 0/67 ** | 0/70 ** | 0/69 ** | 0/82 ** | 0/66 ** | 0/74 ** | 0/72 ** |

** *Alignment pending review*          # *Alignment attempted, but no correlation to academic course*

| Courses | Algebra 1 | Algebra 2 | Geometry | English 1 | English 2 | English 3 | English 4 |
|---|---|---|---|---|---|---|---|
| 8500365 | 0/67 ** | 0/75 ** | 0/54 ** | 0/49 ** | 0/48 ** | 0/45 ** | 0/45 ** |

** *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.

## 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 Family, Home and Consumer Technology/Family and Consumer Science (FACS) Essentials.
02.0    Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Family, Home and Consumer Technology/ Family and Consumer Science (FACS) Essentials.
03.0    Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Family, Home and Consumer Technology/ Family and Consumer Science (FACS) Essentials.
04.0    Demonstrate leadership skills.
05.0    Demonstrate food preparation and nutrition knowledge and skills.
06.0    Assess trends in consumer and personal finance.
07.0    Demonstrate ways to create and manage a comfortable living space.
08.0    Analyze apparel decisions for individuals and families.
09.0    Demonstrate teamwork and leadership skills in the family, workplace and community.
10.0    Demonstrate and understand relationships throughout the life cycle.
11.0    Analyze parenting roles across the life span.
12.0    Demonstrate employability skills as they relate to careers in family and consumer sciences.

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**      Family, Home and Consumer Technology/Family and Consumer Sciences (FACS) Essentials
**Course Number:**   8500365
**Course Credit:**    1

**Course Description:**

The purpose of this course is to prepare students for life through leadership roles, positive relationships, managing living spaces, financial literacy, nutrition, meal planning and preparation, parenting responsibilities, personal and professional etiquette and dress, and employability skills.  By the end of this course, students will have the knowledge needed to be an independent and productive world citizen.

| 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 Family, Home and Consumer Technology. | | |
| | 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 # |
|---|---|
| procedure, or discussing an experiment in a text, defining the question the author seeks to address.<br>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.<br>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.<br>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.<br>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.<br>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 Family, Home and Consumer Technology. | |
| 02.01 Text Types and Purposes | |
| 02.01.1 Write arguments focused on discipline-specific content.<br>LAFS.910.WHST.1.1 | |
| 02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.<br>LAFS.910.WHST.1.2 | |
| 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.<br>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 Family, Home and Consumer Technology. | | |
| 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. | | |
| | | MAFS.K12.MP.5.1 | |
| 03.06 | Attend to precision. | | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 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 | | |
|---|---|---|
| 04.0   Demonstrate leadership skills.  The student will be able to: | | |
| 04.01   Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations. | | |
| 04.02   Work cooperatively as a group member to achieve organizational goals. | | |
| 04.03   Demonstrate leadership roles and organizational responsibilities. | | |
| 04.04   Identify and utilize the FCCLA planning process. | | |
| 04.05   Discuss the establishment and history of the FCCLA organization. | | |
| 05.0   Demonstrate food preparation and nutrition knowledge and skills.  The student will be able to: | | |
| 05.01   Assess the need for meal planning on the basis of a changing lifestyle. | | |
| 05.02   Practice the basic concepts of meal planning and food preparation. | | |
| 05.03   Practice proper measurement techniques. | | |
| 05.04   Identify safety and sanitation procedures utilized in the kitchen. | | |
| 05.05   Use comparative shopping techniques to plan a meal. | | |
| 05.06   Understand the trends in food sources related to the social and psychological aspects of the family, community and the world. | | |
| 05.07   Identify nutrient deficiencies and/or excesses and the impact on personal wellness. | | |
| 05.08   Interpret current USDA dietary guidelines and food nutrition labels to plan daily food choices and maintain wellness. | | |

| | | | | |
|---|---|---|---|---|
| | 05.09 | Assess current technology dealing with meal planning and the purchasing of food. | | |
| | 05.10 | Identify and evaluate food preparation tools and equipment on the basis of function, convenience, safety and cost. | | |
| 06.0 | Assess trends in consumer and personal finance. The student will be able to: | | | |
| | 06.01 | Identify needs versus wants. | | |
| | 06.02 | Explore current technology in the banking industry, such as record keeping, managing resources, and electronic money transactions. | | |
| | 06.03 | Identify services, functions and fees of financial institutions. | | |
| | 06.04 | Prepare a budget using financial literacy and money management strategies. | | |
| | 06.05 | Identify the components of a paycheck and explain payroll deductions. | | |
| | 06.06 | Explain the difference between gross and net income. | | |
| | 06.07 | Analyze the concept of identity theft, fraud and privacy issues with on-line banking, purchasing and various forms of solicitation. | | |
| | 06.08 | Differentiate the types, sources and uses of credit and its impact on credit scores. | | |
| | 06.09 | Explain the basic principles of taxation. | | |
| | 06.10 | Research various transportation options. | | |
| | 06.11 | Research the various types of insurance needs (e.g., home, rental, auto, life, medical, etc.) | | |
| 07.0 | Demonstrate ways to create and manage a comfortable living space. The student will be able to: | | | |
| | 07.01 | Identify, compare and contrast a variety of available housing options. | | |
| | 07.02 | Demonstrate ecological awareness by recycling, reusing, reducing supplies and materials and exploring the use of energy efficient resources. | | |
| | 07.03 | Demonstrate responsible decision making strategies when purchasing new or used technology for the living space. | | |
| | 07.04 | Understand obligations of renting/owning a living space. | | |
| | 07.05 | Recognize the importance of preventative maintenance in the living space. | | |
| | 07.06 | Create and present a project using elements and principles of design. | | |
| 08.0 | Analyze apparel decisions for individuals and families. The student will be able to: | | | |

| | | | | |
|---|---|---|---|---|
| | 08.01 | Evaluate textiles and fabrics, including natural and manufactured fibers | | |
| | 08.02 | Assess clothing purchasing options by using personal and family resources. | | |
| | 08.03 | Analyze alternate methods of retail shopping for clothing needs such as television, catalogs, and on-line services. | | |
| | 08.04 | Demonstrate knowledge in selecting appropriate wardrobe for various occasions. | | |
| | 08.05 | Identify various techniques for clothing care. | | |
| | 08.06 | Analyze design, retail, and manufacturing trends within the clothing industry. | | |
| 09.0 | Demonstrate teamwork and leadership skills in the family, workplace and community. The student will be able to: | | | |
| | 09.01 | Identify purposes, functions, roles and responsibilities of members of professional and youth organizations, including career and technical student organizations. | | |
| | 09.02 | Work cooperatively as a group member to demonstrate leadership in achieving organizational goals. | | |
| | 09.03 | Demonstrate leadership roles and organizational responsibilities. | | |
| | 09.04 | Discuss the establishment and history of the FCCLA organization. | | |
| 10.0 | Demonstrate and understand relationships throughout the life cycle. The student will be able to: | | | |
| | 10.01 | Distinguish between the types of communication, i.e., social media, texting, nonverbal, etc. | | |
| | 10.02 | Demonstrate effective communication skills that promote positive self-esteem. | | |
| | 10.03 | Analyze the impact of technology on family and peer relationships. | | |
| | 10.04 | Recognize signs of unhealthy relationships and identify community resources for assistance. | | |
| | 10.05 | Identify the purposes and responsibilities of dating. | | |
| | 10.06 | Recognize the components of positive conflict resolution. | | |
| | 10.07 | Demonstrate coping techniques for stress management. | | |
| | 10.08 | Demonstrate knowledge of personal and professional etiquette. | | |
| 11.0 | Analyze parenting roles across the life span. The student will be able to: | | | |
| | 11.01 | Define parenting and discuss the expectations of parenthood. | | |

| | | | | |
|---|---|---|---|---|
| | 11.02 | Analyze and evaluate parenting roles and responsibilities. | | |
| | 11.03 | Understand individual responsibilities throughout the family life cycle. | | |
| | 11.04 | Determine strategies for successfully combining work and family roles. | | |
| | 11.05 | Explain cultural difference and roles and responsibilities of parenting. | | |
| | 11.06 | Identify criteria for selecting care and services for children. | | |
| 12.0 | Demonstrate employability skills as they relate to careers in family and consumer sciences. The student will be able to: | | | |
| | 12.01 | Research a job, create a resume, complete an application and write a follow-up letter. | | |
| | 12.02 | Practice employability and soft skills, using a positive work ethic. | | |
| | 12.03 | Demonstrate effective interviewing skills. | | |
| | 12.04 | Identify the benefits of managing time. | | |
| | 12.05 | Design a plan for setting short-term and long-term personal goals. | | |
| | 12.06 | Demonstrate decision making and problem solving processes and techniques used in the workplace | | |
| | 12.07 | Research careers in family and consumer sciences and related fields. | | |

# Additional Information

## Laboratory Activities

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

## Special Notes

This course is designed for one year with a possible exit at the semester and may be taught in a non-sequential order.

## Career and Technical Student Organization (CTSO)

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

## Cooperative Training – OJT

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

## Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.


**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

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

| Secondary – Middle School | |
|---|---|
| Program Number | 8500430 |
| CIP Number | 09209921CE |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1<br>HEALTH 6 |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

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

**Florida Standards for English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

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

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

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

**Florida Department of Education**
**Student Performance Standards**

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

**Course Description:**

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

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

| | | |
|---|---|---|
| | 02.02 | Identify Maslow's basic human needs. |
| | 02.03 | Define self-esteem and self-concept. |
| | 02.04 | Explain how heredity and environment affect the development of personality. |
| | 02.05 | Identify factors that affect self-concept and achievement. |
| | 02.06 | State how a positive self-concept builds good relationships with friends, peers, parents, and family members. |
| | 02.07 | Identify characteristics of individuals with high/low self-esteem. |
| | 02.08 | Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development. |
| | 02.09 | Analyze personality strengths and weaknesses. |
| | 02.10 | Identify how values and standards affect character and actions. |
| | 02.11 | Determine how to make ethical decisions. |
| 03.0 | Identify and apply skills needed for positive interpersonal relationships–The student will be able to: | |
| | 03.01 | Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups. |
| | 03.02 | Identify appropriate topics of conversation when establishing relationships with acquaintances. |
| | 03.03 | List forms of verbal and non-verbal communication. |
| | 03.04 | Practice positive communication skills. |
| | 03.05 | Demonstrate appropriate manners and etiquette for a variety of social situations. |
| 04.0 | Identify positive coping skills for adjusting to stress and conflict–The student will be able to: | |
| | 04.01 | Identify positive and negative stress. |
| | 04.02 | Identify changes that affect families. |
| | 04.03 | Describe ways of coping with personal and family stress and crises. |
| | 04.04 | Recognize signs of peer pressure and bullying. |
| | 04.05 | Demonstrate refusal skills. |
| | 04.06 | Identify causes of conflict. |

| | | |
|---|---|---|
| | 04.07 | List the steps in the conflict resolution process. |
| | 04.08 | Compare ways of dealing with and preventing conflict with friends and family members. |
| 05.0 | | Identify relationships that influence personality development–The student will be able to: |
| | 05.01 | Identify types of relationships. |
| | 05.02 | Describe qualities of a friend |
| | 05.03 | Recognize healthy and unhealthy relationships. |
| | 05.04 | List the functions of families. |
| | 05.05 | List types of family structures. |
| | 05.06 | Describe the family life cycle. |
| | 05.07 | Identify ways to blend work and family. |
| | 05.08 | Discuss the benefits and challenges of current technology and the impact on the family. |
| | 05.09 | Identify factors in caring for children and the elderly. |
| | 05.10 | Discuss the joys and challenges of being a parent. |
| | 05.11 | Discuss the joys and challenges of being a parent |
| 06.0 | | Assess the importance of good health and wellness–The student will be able to: |
| | 06.01 | Describe wellness. |
| | 06.02 | Explain the importance of good nutrition. |
| | 06.03 | Classify foods according to the Food Guide Pyramid. |
| | 06.04 | List the essential nutrients and describe their functions and sources. |
| | 06.05 | List good health practices that contribute to looking your best. |
| | 06.06 | Identify the health risks associated with the use of alcohol, tobacco, and other drugs. |
| | 06.07 | List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs. |
| | 06.08 | Develop an exercise and nutrition plan that incorporates the components of wellness. |

| CTE Standards and Benchmarks | |
|---|---|
| | 06.09 Identify careers related to health and wellness. |
| 07.0 | Develop a plan for managing your resources–The student will be able to: |
| | 07.01 Define needs and wants. |
| | 07.02 Identify major and minor decisions and the factors that affect decisions. |
| | 07.03 Identify the steps of the decision-making process. |
| | 07.04 Develop a self-improvement plan using the decision-making process to set goals and priorities. |
| | 07.05 Apply the decision-making process to personal, social, and family activities. |
| | 07.06 Identify factors that affect consumer choices. |
| | 07.07 Identify ways to manage your resources for personal needs and wants. |
| | 07.08 Develop a spending and savings plan for your money. |
| | 07.09 Discuss reasons for working. |
| | 07.10 Explain the relationship between income and lifestyle. |
| | 07.11 Identify the personal skills needed for employment. |
| | 07.12 Discuss careers related to resource management. |
| **Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes--The student will be able to:** | |
| 08.0 | Describe the influences that societal, economic, and technological changes have on employment trends and future training. |
| 09.0 | Develop skills to locate, evaluate, and interpret career information. |
| 10.0 | Identify and demonstrate processes for making short and long term goals. |
| 11.0 | Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship. |
| 12.0 | Understand the relationship between educational achievement and career choices/postsecondary options. |
| 13.0 | Identify a career cluster and related pathways that match career and education goals. |

| CTE Standards and Benchmarks |
|---|
| 14.0    Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals. |
| 15.0    Demonstrate knowledge of technology and its application in career fields/clusters. |

# Additional Information

## Laboratory Activities

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

## 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)

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

## Accommodations

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

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

## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Life Management Skills**
**Program Type:** **Non Career Preparatory**
**Career Cluster:** **Human Services**

| Secondary – Non Career Preparatory | |
|---|---|
| Program Number | 8502000 |
| CIP Number | 0920010600 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | .5 credit |
| Teacher Certification | REG NURSE  G<br>PRAC NURSE @7 %7%G<br>FAM CON SC 1<br>HEALTH 6 |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster.

The content includes but is not limited to positive emotional, social, physical, and intellectual development of the individual; marriage and skill based relationship education; family and community; consumer education; nutrition; cardiopulmonary resuscitation (CPR); hazards of smoking; substance education; breast and testicular self-examination and cancer detection; human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and other sexually transmitted diseases; and benefits of sexual abstinence, and consequences of teenage pregnancy.

**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 .5 credits.

## Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

| Courses | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Environmental Science | Genetics | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 8502000 | 0/87 ** | 0/80 ** | 0/83 ** | 0/69 ** | 0/67 ** | 0/70 ** | 0/69 ** | 0/82 ** | 0/66 ** | 0/74 ** | 0/72 ** |

*\*\* Alignment pending review*                                    *# Alignment attempted, but no correlation to academic course*

| Courses | Algebra 1 | Algebra 2 | Geometry | English 1 | English 2 | English 3 | English 4 |
|---|---|---|---|---|---|---|---|
| 8502000 | 0/67 ** | 0/75 ** | 0/54 ** | 0/49 ** | 0/48 ** | 0/45 ** | 0/45 ** |

*\*\* 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 English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting.   For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary

for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

## 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 Life Management Skills.
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Life Management Skills.
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Life Management Skills.
04.0 Demonstrate skills contributing to positive emotional development and effective marriage and personal relationships.
05.0 Integrate responsible consumer decisions and management techniques to enhance the quality of personal and family life.
06.0 Apply principles of nutrition to food choices.
07.0 Perform first-aid for foreign body airway obstruction (FBAO) and cardiopulmonary resuscitation (CPR).
08.0 Determine the physical, mental, emotional, social, economic, and legal consequences of use, misuse and abuse of tobacco, alcohol and drugs on the individual, family and community.
09.0 Identify the self-examination procedures used for breast and testicular cancer detection.
10.0 Recognize the effects of human immunodeficiency virus (HIV) acquired immunodeficiency syndrome and sexually transmitted diseases (STDs) and assess their consequences on the individual, family and community.
11.0 Identify the benefits of sexual abstinence and consequences of teenage pregnancy.
12.0 Discuss parenting roles and responsibilities.
13.0 Demonstrate leadership and organizational skills.

**Florida Department of Education**
**Student Performance Standards**

**Course Title:  Life Management Skills**
**Course Number:    8502000**
**Course Credit:       .5**

**Course Description:**

The purpose of this course is to prepare students for the roles, responsibilities and relationships essential to functional families and to understand the nature, function, and significance of human relationships within family and individual units.

| 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 Life Management Skills. | |
| 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.<br>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.<br>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.<br>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.<br>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).<br>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. | |

| Florida Standards | | | Correlation to CTE Program Standard # |
|---|---|---|---|
| | | 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 Life Management Skills. | | |
| 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 | |
| 02.02 | 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 | |

| Florida Standards | | | Correlation to CTE Program Standard # |
|---|---|---|---|
| | | 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 Life Management Skills. | | |
| 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. 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 | | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|---|---|
| | 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     Demonstrate skills contributing to positive emotional development and effective marriage and personal relationships – the student will be able to: | | |
| 04.01  Consider the effects of self-esteem on personal development. | | |
| 04.02  Demonstrate effective communication skills. | | |
| 04.03  Identify attitudes and behaviors for establishing and maintaining interpersonal relationships. | | |
| 04.04  Develop strategies for conflict resolution. | | |
| 04.05  Determine the effect of personal relationship skills on the individual, family, and community. | | |
| 04.06  Design a plan for setting personal goals. | | |
| 04.07  Incorporate decision-making skills into personal development. | | |
| 04.08  Assess coping techniques for stress management. | | |
| 04.09  Analyze the symptoms of suicide and apply intervention techniques. | | |
| 05.0     Integrate responsible consumer decisions and management techniques to enhance the quality of personal and family life – the student will be able to: | | |
| 05.01  Interpret consumer rights and responsibilities. | | |
| 05.02  Evaluate advertising techniques. | | |
| 05.03  Identify the components of a paycheck and explain payroll deductions in relation to income tax. | | |
| 05.04  Develop a plan for resource management. | | |
| 05.05  Implement the procedures for establishing and maintaining checking and savings accounts. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 05.06 Analyze the types, sources and uses of credit. | | |
| 06.0 Apply principles of nutrition to food choices – the student will be able to: | | |
| 06.01 Identify dietary guidelines that promote and maintain good health. | | |
| 06.02 Describe the functions and food sources of essential nutrients. | | |
| 06.03 Plan nutritious meals and snacks using the food pyramid. | | |
| 06.04 Evaluate food labeling. | | |
| 06.05 Analyze signs and symptoms of eating disorders. | | |
| 07.0 Perform first-aid for foreign body airway obstruction (FBAO) and cardiopulmonary resuscitation (CPR) – the student will be able to: | | |
| 07.01 Demonstrates emergency relief on a person with an obstructed airway. | | |
| 07.02 Demonstrate one-rescuer cardiopulmonary resuscitation (CPR). | | |
| 08.0 Determine the physical, mental, emotional, social, economic and legal consequences of use, misuse and abuse of tobacco, alcohol and drugs on the individual, family and community – the student will be able to: | | |
| 08.01 Analyze reasons for legal and illegal substance use, misuse and abuse and identify possible alternatives. | | |
| 08.02 Evaluate the effects that legal and illegal substance use, misuse and abuse can have on the individual, family and community. | | |
| 08.03 Evaluate the legal ramifications of substance abuse. | | |
| 08.04 Identify community agencies where help is available for substance abusers and victims of substance abuse. | | |
| 09.0 Identify the self-examination procedures used for breast and testicular cancer detection – the student will be able to: | | |
| 09.01 Identify the signs and symptoms of cancer. | | |
| 09.02 Explain self-examination procedures for breast and testicular cancer. | | |
| 10.0 Recognize the effects of human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and sexually transmitted diseases (STDs) and assess their consequences on the individual, family and community – the student will be able to: | | |
| 10.01 Identify the ways in which HIV, AIDS and other STDs can be contracted and prevented. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 10.02   Identify the signs and symptoms of HIV, AIDS and other STDs. | | |
| 10.03   Analyze the individual's responsibility for a healthy lifestyle that reduces the risk of HIV, AIDS and STDs. | | |
| 10.04   Identify community agencies where accurate information about HIV, AIDS and other STDs is available. | | |
| 11.0   Identify the benefits of sexual abstinence and consequences of teenage pregnancy – the student will be able to: | | |
| 11.01   Identify the benefits of sexual abstinence. | | |
| 11.02   Identify the consequences of teenage pregnancy. | | |
| 12.0   Discuss parenting roles and responsibilities – the student will be able to: | | |
| 12.01   Define parenting. | | |
| 12.02   Describe the expectations of parenthood. | | |
| 12.03   Identify real world responsibilities/skills needed by parents. | | |
| 12.04   Determine how conflict resolution/communication can be used within a parenting situation. | | |
| 13.0   Demonstrate leadership and organizational skills – the student will be able to: | | |
| 13.01   Identify professional and youth organizations. | | |
| 13.02   Identify purposes and functions of professional and youth organizations. | | |
| 13.03   Identify roles and responsibilities of members of professional and youth organizations. | | |
| 13.04   Work cooperatively as a group member to achieve organizational goals. | | |
| 13.05   Demonstrate confidence in leadership roles and organizational responsibilities. | | |
| 13.06   Demonstrate commitment to achieve organizational goals. | | |

# Additional Information

## Laboratory Activities

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

## Special Notes

Targeted goals are written in accordance with Florida Statute 1003.43 general requirements for high school graduation/life management skills.  The framework reflects the philosophy of family and consumer sciences.

Activities may provide opportunities to utilize equipment such as, CPR mannequins, human anatomy models, computers, a television and VCR/DVD player, and equipment in the food laboratory.

The concept of management is an integral part of the course and should be reflected in the facility, equipment, instructional materials and learning experiences.

## Career and Technical Student Organization (CTSO)

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

## Cooperative Training – OJT

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

## Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.


## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**     **Dry Cleaning and Laundering**
**Program Type:**     **Career Preparatory**
**Career Cluster:**     **Human Services**

| | |
|---|---|
| **Secondary – Career Preparatory** | |
| Program Number | 8733000 |
| CIP Number | 0619099900 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 3 credits |
| Teacher Certification | DRY CLEAN   7 G<br>FAB MAINT @7   7G |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 51-6011 Laundry and Dry-cleaning workers |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as laundry and dry-cleaning machine operators (SOC 51-6011), laundry and dry cleaning workers (SOC 51-6011), spotters (SOC 51-6011), leather cleaners, all-around pressers (SOC 51-6021), and hand pressers (SOC 51-6021).

The content includes but is not limited to communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and skills needed to operate and manage dry cleaning plants including receiving, cleaning, repairing and returning garments to customers.

## Program Structure

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

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level | Graduation Requirement |
|---|---|---|---|---|---|---|
| A | 8733010 | Dry Cleaning and Laundering 1 | 1 credit | 51-6011 | 2 | VO |
| | 8733020 | Dry Cleaning and Laundering 2 | 1 credit | | 2 | VO |
| | 8733030 | Dry Cleaning and Laundering 3 | 1 credit | | 2 | VO |

Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education

## 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 | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Environmental Science | Genetics | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 8733010 | 0/87 ** | 0/80 ** | 0/83 ** | 0/69 ** | 0/67 ** | 0/70 ** | 0/69 ** | 0/82 ** | 0/66 ** | 0/74 ** | 0/72 ** |
| 8733020 | 0/87 ** | 0/80 ** | 0/83 ** | 0/69 ** | 0/67 ** | 0/70 ** | 0/69 ** | 0/82 ** | 0/66 ** | 0/74 ** | 0/72 ** |
| 8733030 | 0/87 ** | 0/80 ** | 0/83 ** | 0/69 ** | 0/67 ** | 0/70 ** | 0/69 ** | 0/82 ** | 0/66 ** | 0/74 ** | 0/72 ** |

*\*\*  Alignment pending review*          *#  Alignment attempted, but no correlation to academic course*

| Courses | Algebra 1 | Algebra 2 | Geometry | English 1 | English 2 | English 3 | English 4 |
|---|---|---|---|---|---|---|---|
| 8733010 | 0/67 ** | 0/75 ** | 0/54 ** | 0/46 ** | 0/45 ** | 0/45 ** | 0/45 ** |
| 8733020 | 0/67 ** | 0/75 ** | 0/54 ** | 0/46 ** | 0/45 ** | 0/45 ** | 0/45 ** |
| 8733030 | 0/67 ** | 0/75 ** | 0/54 ** | 0/46 ** | 0/45 ** | 0/45 ** | 0/45 ** |

*\*\*  Alignment pending review*          *#  Alignment attempted, but no correlation to academic*

**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 English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

## 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 Dry Cleaning and Laundering.
02.0    Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Dry Cleaning and Laundering.
03.0    Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Dry Cleaning and Laundering.
04.0    Demonstrate understanding of procedures of orientation and safety.
05.0    Use and maintain spotting equipment and tools.
06.0    Identify fibers and fabrics.
07.0    Identify and test fabric and dyestuffs.
08.0    Demonstrate understanding of chemicals and formulas.
09.0    Identify stains.
10.0    Remove stains.
11.0    Explain properties and uses of petroleum and synthetic solvents.
12.0    Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Dry Cleaning and Laundering.
13.0    Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Dry Cleaning and Laundering.
14.0    Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Dry Cleaning and Laundering.
15.0    Operate synthetic washer-extractors.
16.0    Operate reclaiming tumblers.
17.0    Operate filters.
18.0    Demonstrate troubleshooting skills.
19.0    Understand proper operation of stills.
20.0    Operate pumps at maximum efficiency.
21.0    Clean garments.
22.0    Perform routine maintenance.
23.0    Adjust and operate utility pressers.
24.0    Adjust and operate mushroom and automatic pants topper.
25.0    Adjust and operate automatic leggers.
26.0    Operate form finishers.
27.0    Finish slacks and shirts.
28.0    Finish coats.
29.0    Finish trousers.
30.0    Finish dresses.
31.0    Finish children's garments.

32.0    Finish pleats and knitted garments.
33.0    Finish silk.
34.0    Inspect garments.

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**   **Dry Cleaning and Laundering 1**
**Course Number:**   **8733010**
**Course Credit:**   **1**

**Course Description:**

This course will include orientation on safety, spotting, stain removal and employability skills.

| 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 Dry Cleaning and Laundering. | |
| 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.<br>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.<br>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.<br>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.<br>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).<br>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. | |

| Florida Standards | | | Correlation to CTE Program Standard # |
|---|---|---|---|
| | | 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 Dry Cleaning and Laundering. | | |
| | 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 | |
| | 02.02 | 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 | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <div align="right">LAFS.910.WHST.2.6</div> | |
|     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. <div align="right">LAFS.910.WHST.3.7</div> | |
|         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. <div align="right">LAFS.910.WHST.3.8</div> | |
|         02.03.3     Draw evidence from informational texts to support analysis, reflection, and research. <div align="right">LAFS.910.WHST.3.9</div> | |
|     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. <div align="right">LAFS.910.WHST.4.10</div> | |
| 03.0    Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Dry Cleaning and Laundering. | |
|     03.01  Make sense of problems and persevere in solving them. <div align="right">MAFS.K12.MP.1.1</div> | |
|     03.02  Reason abstractly and quantitatively. <div align="right">MAFS.K12.MP.2.1</div> | |
|     03.03  Construct viable arguments and critique the reasoning of others. <div align="right">MAFS.K12.MP.3.1</div> | |
|     03.04  Model with mathematics. <div align="right">MAFS.K12.MP.4.1</div> | |
|     03.05  Use appropriate tools strategically. <div align="right">MAFS.K12.MP.5.1</div> | |
|     03.06  Attend to precision. <div align="right">MAFS.K12.MP.6.1</div> | |
|     03.07  Look for and make use of structure. | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|---|---|
| | 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   Demonstrate understanding of procedures of orientation and safety–The student will be able to: | | |
| 04.01   Define objectives of the course. | | |
| 04.02   Explain safety procedures. | | |
| 04.03   Explain school/class procedures. | | |
| 04.04   Explain the control limitations. | | |
| 04.05   Check the basket for burrs and pins. | | |
| 04.06   Demonstrate the ability to adjust the loading doors. | | |
| 04.07   Define faulty pump. | | |
| 05.0   Use and maintain spotting equipment and tools–The student will be able to: | | |
| 05.01   Identify the spotter's equipment and tools. | | |
| 05.02   Utilize the spotter's equipment and tools. | | |
| 05.03   Provide a written list of tools and equipment | | |
| 06.0   Identify fibers and fabrics–The student will be able to: | | |
| 06.01   Identify fibers and fabrics. | | |
| 06.02   Explain methods of fabric construction. | | |
| 06.03   Explain the characteristics of fibers | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 06.04 Demonstrate burning tests for fiber content. | | |
| 07.0 Identify and test fabrics and dyestuffs–The student will be able to: | | |
| 07.01 Identify dyestuffs. | | |
| 07.02 Explain the composition of dyestuffs. | | |
| 07.03 Determine proper cleaning procedure for fabrics and dyes. | | |
| 08.0 Demonstrate understanding of chemicals and formulas–The student will be able to: | | |
| 08.01 Explain the chemical properties of a formula and its effect on fabrics. | | |
| 08.02 Provide a written list of formulas used in spotting. | | |
| 08.03 Provide a written list of spotting agents. | | |
| 09.0 Identify stains–The student will be able to: | | |
| 09.01 Define methods of stain identification. | | |
| 09.02 Provide a written list of the various methods of stain identification. | | |
| 10.0 Remove stains–The student will be able to: | | |
| 10.01 Identify a stain. | | |
| 10.02 Demonstrate methods for removing stains. | | |
| 11.0 Explain properties and uses of petroleum and synthetic solvents–The student will be able to: | | |
| 11.01 Write a brief history on the development of petroleum solvent. | | |
| 11.02 Provide a written list of the methods for refining petroleum solvents. | | |
| 11.03 Write the specifications for petroleum solvents. | | |
| 11.04 Provide a written list of the properties of a synthetic solvent. | | |
| 11.05 Provide a written list of the methods for making a synthetic solvent. | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** Dry Cleaning and Laundering 2
**Course Number:** 8733020
**Course Credit:** 1

**Course Description:**

This course provides instruction and laboratory experience in operation of dry cleaning and laundry machines.

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 12.0    Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Dry Cleaning and Laundering. | |
|     12.01   Key Ideas and Details | |
|         12.01.1    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. <br> LAFS.1112.RST.1.1 | |
|         12.01.2    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. <br> LAFS.1112.RST.1.2 | |
|         12.01.3    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. <br> LAFS.1112.RST.1.3 | |
|     12.02   Craft and Structure | |
|         12.02.1    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. <br> LAFS.1112.RST.2.4 | |
|         12.02.2    Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <br> LAFS.1112.RST.2.5 | |
|         12.02.3    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. <br> LAFS.1112.RST.2.6 | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 12.03   Integration of Knowledge and Ideas | |
| 12.03.1          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 | |
| 12.03.2          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 | |
| 12.03.3          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 | |
| 12.04   Range of Reading and Level of Text Complexity | |
| 12.04.1          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. | |
| 12.04.2          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 | |
| 13.0    Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Dry Cleaning and Laundering. | |
| 13.01   Text Types and Purposes | |
| 13.01.1          Write arguments focused on discipline-specific content.                                                  LAFS.1112.WHST.1.1 | |
| 13.01.2          Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.                                                  LAFS.1112.WHST.1.2 | |
| 13.02   Production and Distribution of Writing | |
| 13.02.1          Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                  LAFS.1112.WHST.2.4 | |
| 13.02.2          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 | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 13.02.3     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. <div align="right">LAFS.1112.WHST.2.6</div> | |
| 13.03   Research to Build and Present Knowledge | |
| 13.03.1     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. <div align="right">LAFS.1112.WHST.3.7</div> | |
| 13.03.2     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. <div align="right">LAFS.1112.WHST.3.8</div> | |
| 13.03.3     Draw evidence from informational texts to support analysis, reflection, and research. <div align="right">LAFS.1112.WHST.3.9</div> | |
| 13.04   Range of Writing | |
| 13.04.1     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. <div align="right">LAFS.1112.WHST.4.10</div> | |
| 14.0    Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Dry Cleaning and Laundering. | |
| 14.01   Make sense of problems and persevere in solving them. <div align="right">MAFS.K12.MP.1.1</div> | |
| 14.02   Reason abstractly and quantitatively. <div align="right">MAFS.K12.MP.2.1</div> | |
| 14.03   Construct viable arguments and critique the reasoning of others. <div align="right">MAFS.K12.MP.3.1</div> | |
| 14.04   Model with mathematics. <div align="right">MAFS.K12.MP.4.1</div> | |
| 14.05   Use appropriate tools strategically. <div align="right">MAFS.K12.MP.5.1</div> | |
| 14.06   Attend to precision. <div align="right">MAFS.K12.MP.6.1</div> | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 14.07  Look for and make use of structure.<br><br>MAFS.K12.MP.7.1 | |
| 14.08  Look for and express regularity in repeated reasoning.<br><br>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 |
|---|---|---|
| 15.0  Operate synthetic washer-extractors–The student will be able to: | | |
| 15.01  Demonstrate the ability to set controls on the machine. | | |
| 15.02  Demonstrate the ability to load the machine with solvent. | | |
| 15.03  Demonstrate the ability to operate a machine manually. | | |
| 16.0  Operate reclaiming tumblers–The student will be able to: | | |
| 16.01  Safely operate a tumbler. | | |
| 16.02  Demonstrate the ability to control the temperature on a tumbler. | | |
| 16.03  Demonstrate the ability to operate a drying cabinet. | | |
| 17.0  Operate filters–The student will be able to: | | |
| 17.01  Demonstrate the ability to operate filters. | | |
| 17.02  Explain the operation of cookers and stills. | | |
| 17.03  Explain filter maintenance methods. | | |
| 18.0  Demonstrate troubleshooting skills–The student will be able to: | | |
| 18.01  Explain the use of the filter pressure gauge | | |
| 18.02  Explain plugged screens, tubes or bags. | | |
| 18.03  Steam clean and boil screens, tubes, or cleaning bags. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 18.04   Describe in writing the properties of a distilling solvent | | |
| 18.05   Exhibit the ability to operate the pump on a filter. | | |
| 19.0   Understand proper operation of stills–The student will be able to: | | |
| 19.01   Explain the causes for slow-down in distilling solvent. | | |
| 19.02   List factors of a worn out pump. | | |
| 19.03   Explain vacuum leak. | | |
| 19.04   Explain a steam or water leak. | | |
| 19.05   Define vacuum still pressure. | | |
| 19.06   Explain how to clean dirty heating tubes. | | |
| 19.07   Determine a faulty steam trap. | | |
| 19.08   Diagnose an odor in a distilled solvent. | | |
| 20.0   Operate pumps at maximum efficiency–The student will be able to: | | |
| 20.01   Demonstrate the reducing or no flow of solvent. | | |
| 20.02   Define the loss of pump prime. | | |
| 20.03   Identify position of the valve in either a suction or discharge line. | | |
| 20.04   Determine the clogged strainers in suction lines. | | |
| 20.05   Determine the solvent level in tanks below the pump lines. | | |
| 20.06   Explain a slipping pump drive belt. | | |
| 20.07   Explain a pressure relief valve, open on gear pumps. | | |
| 20.08   Explains lint build up on the impeller in the pump. | | |
| 21.0   Clean garments–The student will be able to: | | |
| 21.01   Demonstrate understanding of causes for excessive redeposit. | | |
| 21.02   Explain insufficient filter flow rate. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 21.03   Define improper garment classification. | | |
| 21.04   Explain dissolved garment classification. | | |
| 21.05   Define causes for excessive oils or greases in solvents. | | |
| 21.06   Write causes for wrinkles occurring in dry-cleaning. | | |
| 21.07   Diagnose causes for garment streaks, slow drying, or spotting rings. | | |
| 21.08   Determine the reason for objectionable odors. | | |
| 21.09   Define bleeding of dyes. | | |
| 21.10   Describe dye or soil pick-up in local areas. | | |
| 21.11   Explain restoration procedures of insoluble soil. | | |
| 21.12   Demonstrate the method for softening plastic-coated fabrics. | | |
| 22.0   Perform routine maintenance–The student will be able to: | | |
| 22.01   Determine causes of machine malfunction. | | |
| 22.02   Perform preventative maintenance. | | |
| 22.03   Perform shop housekeeping duties. | | |
| 22.04   Explain and demonstrate proper handling and storage of flammable and/or toxic materials. | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**　　Dry Cleaning and Laundering 3
**Course Number:**　8733030
**Course Credit:**　　1

**Course Description:**

This course will provide instruction and laboratory experience in operation of pressing and finishing machines.

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 23.0　Adjust and operate utility pressers–The student will be able to: | | |
| 　　23.01　Write specifications for the utility press. | | |
| 　　23.02　Demonstrate ability to operate the utility press. | | |
| 　　23.03　Perform maintenance procedure. | | |
| 　　23.04　Demonstrate variable pressure operation. | | |
| 　　23.05　Demonstrate the iron attachment. | | |
| 24.0　Adjust and operate mushroom and automatic pants topper–The student will be able to: | | |
| 　　24.01　State specifications for the topper press. | | |
| 　　24.02　Demonstrate the operation of the pants topper. | | |
| 　　24.03　Explain the timer on an automatic topper press. | | |
| 　　24.04　Demonstrate programmer adjustment procedures on the topper. | | |
| 25.0　Adjust and operate automatic leggers–The student will be able to: | | |
| 　　25.01　State specifications for the automatic legger. | | |
| 　　25.02　Demonstrate the operation of the legger. | | |
| 　　25.03　Define the timer on the legger. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
|     25.04  Demonstrate the mechanical adjustment of the legger. | | |
| 26.0    Operate form finishers–The student will be able to: | | |
|     26.01  List specifications for the form finisher. | | |
|     26.02  Exhibit steps for the timer on a form finisher. | | |
|     26.03  Demonstrate the operation of the form finisher. | | |
|     26.04  Perform the steps for finishing a coat. | | |
|     26.05  Perform the steps for finishing a dress. | | |
| 27.0    Finish slacks and skirts–The student will be able to: | | |
|     27.01  Demonstrate steps necessary to place back, left hip of slacks on mushroom press. | | |
|     27.02  Describe steps necessary to place back, right hip of slacks on mushroom press. | | |
|     27.03  Demonstrate steps necessary to place front, right hip of slacks on press. | | |
|     27.04  Demonstrate steps necessary to place front, left hip of slacks on press. | | |
|     27.05  State the methods of legging slacks on regular press. | | |
|     27.06  Demonstrate the methods necessary when finishing skirts. | | |
| 28.0    Finish coats–The student will be able to: | | |
|     28.01  Exhibit procedures for finishing coats on a form finisher and utility press. | | |
|     28.02  Demonstrate steps in finishing sleeves on coats. | | |
|     28.03  Exhibit methods of finishing coat collars. | | |
|     28.04  Demonstrate steps in finishing the front left shoulder and sleeve head. | | |
|     28.05  Exhibit steps in finishing front lay. | | |
|     28.06  Demonstrate methods of finishing lapels. | | |
|     28.07  Demonstrate steps in finishing linings. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 29.0 Finish trousers–The student will be able to: | | |
| 29.01 Demonstrate procedures in topping trousers on upright presser. | | |
| 29.02 Demonstrate steps in finishing trouser tops or waistbands. | | |
| 29.03 Demonstrate steps in finishing pockets on trousers. | | |
| 29.04 Demonstrate steps in finishing left legs of trousers. | | |
| 29.05 Demonstrate steps in finishing right legs of trousers | | |
| 30.0 Finish dresses–The student will be able to: | | |
| 30.01 Demonstrate operations for finishing sleeves on dresses. | | |
| 30.02 Demonstrate steps in finishing collars and lapels on dresses. | | |
| 30.03 Demonstrate process of finishing blouses. | | |
| 30.04 Demonstrate steps for finishing skirts or dresses. | | |
| 31.0 Finish children's garments–The student will be able to: | | |
| 31.01 Demonstrate methods of finishing a sleeve on a child's coat. | | |
| 31.02 Demonstrate steps in finishing collars and trim. | | |
| 31.03 Demonstrate steps in finishing fronts and backs of coats. | | |
| 31.04 Demonstrate methods of finishing trousers. | | |
| 31.05 Exhibit techniques for finishing boys' and girls' jackets. | | |
| 32.0 Finish pleats and knitted garments–The student will be able to: | | |
| 32.01 Demonstrate steps for finishing pleats. | | |
| 32.02 Demonstrate procedures for finishing pleats on the sleeve board. | | |
| 32.03 Demonstrate methods for finishing pleats on the utility press. | | |
| 32.04 Demonstrate methods for finishing knitted garments. | | |
| 32.05 Perform methods for measuring knitted garments before and after finishing. | | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci |
|---|---|---|
| 32.06   List methods of handling finished knitted garments. | | |
| **33.0**   Finish silk–The student will be able to: | | |
| 33.01   Finish sleeves on the sleeve puff iron. | | |
| 33.02   Finish a skirt on the long press. | | |
| 33.03   Finish collars and lapels. | | |
| 33.04   Demonstrate steps in touch-up of finished garments. | | |
| **34.0**   Inspect garments–The student will be able to: | | |
| 34.01   Demonstrate methods of inspection. | | |
| 34.02   Define points of inspection in the order in which work has processed through various departments. | | |
| 34.03   State processes for inspecting garments that need special attention. | | |

# Additional Information

## Laboratory Activities

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

## Special Notes

Students may concentrate in the areas of pressing/finishing by completing outcomes 1 and 16-31 or as a spotter cleaner by completing outcomes 1-15 and 29-30.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

## Career and Technical Student Organization (CTSO)

SkillsUSA, 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.

## Cooperative Training – OJT

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

## Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**     **Barbering**
**Program Type:**    **Career Preparatory**
**Career Cluster:**    **Human Services**

| | |
|---|---|
| **Secondary – Career Preparatory** | |
| Program Number | 8757100 |
| CIP Number | 0612040200 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 8 credits |
| Teacher Certification | BARBERING 7 G<br>PERS SERV @7  7G |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5011 Barbers |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as restricted barbers (SOC 39-5011) or barbers (SOC 39-5011).  Instruction is designed to qualify students for employment upon successfully passing the Florida Restricted Barber or Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

**Program Structure**

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

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level | Graduation Requirement |
|---|---|---|---|---|---|---|
| A | 8757110 | Barbering 1 | 1 credit | 39-5011 | 2 | PA |
| | 8757120 | Barbering 2 | 1 credit | | 2 | PA |
| | 8757130 | Barbering 3 | 1 credit | | 2 | VO |
| | 8757140 | Barbering 4 | 1 credit | | 2 | VO |
| | 8757150 | Barbering 5 | 1 credit | | 2 | VO |
| | 8757160 | Barbering 6 | 1 credit | | 2 | VO |
| | 8757170 | Barbering 7 | 1 credit | 39-5011 | 2 | PA |
| B | 8757180 | Barbering 8 | 1 credit | | 2 | PA |

Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education

**Academic Alignment Table**

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

| Courses | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Environmental Science | Genetics | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 8757110 | 2/87 2% | 2/80 3% | 2/83 2% | 2/69 3% | 2/67 3% | 1/70 1% | 1/69 1% | 2/82 2% | 1/66 2% | 3/74 4% | 2/72 3% |
| 8757120 | 0/87 # | 2/80 3% | 0/83 # | 2/69 3% | 2/67 3% | 0/70 # | 0/69 # | 2/82 2% | 1/66 2% | 3/74 4% | 3/72 4% |
| 8757130 | 1/87 1% | 0/80 # | 0/83 # | 0/69 # | 0/67 # | 0/70 # | 0/69 # | 0/82 # | 0/66 # | 0/74 # | 0/72 # |
| 8757140 | 0/87 # | 0/80 # | 0/83 # | 0/69 # | 0/67 # | 0/70 # | 0/69 # | 0/82 # | 0/66 # | 0/74 # | 0/72 # |
| 8757150 | 3/87 3% | 3/80 4% | 6/83 7% | 5/69 7% | 2/67 3% | 7/70 10% | 1/69 1% | 3/82 4% | 5/66 8% | 5/74 7% | 2/72 3% |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 8757160 | 7/87 8% | 7/80 9% | 5/83 6% | 8/69 12% | 2/67 3% | 11/70 16% | 5/69 7% | 4/82 5% | 11/66 17% | 4/74 5% | 7/72 10% |
| 8757170 | 1/87 1% | 1/80 1% | 6/83 7% | 8/69 12% | 2/67 3% | 1/70 1% | 1/69 1% | 9/82 11% | 2/66 3% | 12/74 16% | 2/72 3% |
| 8757180 | 6/87 7% | 6/80 8% | 1/83 1% | 13/69 19% | 1/67 1% | 6/70 9% | 6/69 9% | 4/82 5% | 7/66 11% | 7/74 9% | 7/72 10% |

**\*\*** *Alignment pending review*  **#** *Alignment attempted, but no correlation to academic course*

| Courses | Algebra 1 | Algebra 2 | Geometry | English 1 | English 2 | English 3 | English 4 |
|---|---|---|---|---|---|---|---|
| 8757110 | 0/67 # | 0/75 # | 02/54 4% | 18/49 37% | 18/48 38% | 0/45 0% | 0/45 0% |
| 8757120 | 0/67 # | 0/75 # | 0/54 # | 13/49 27% | 13/48 27% | 0/45 0% | 0/45 0% |
| 8757130 | 0/67 # | 0/75 # | 0/54 # | 11/49 22% | 11/48 23% | 0/45 0% | 0/45 0% |
| 8757140 | 0/67 # | 0/75 # | 1/54 2% | 10/49 20% | 10/48 21% | 0/45 0% | 0/45 0% |
| 8757150 | 2/67 3% | 1/75 1% | 0/54 # | 0/49 0% | 0/48 0% | 18/45 45% | 18/45 45% |
| 8757160 | 1/67 1% | 6/75 8% | 0/54 # | 0/49 0% | 0/48 0% | 16/45 36% | 16/45 36% |
| 8757170 | 0/67 # | 4/75 5% | 2/54 4% | 0/49 0% | 0/48 0% | 15/45 33% | 15/45 33% |
| 8757180 | 2/67 3% | 4/75 5% | 2/54 4% | 0/49 0% | 0/48 0% | 14/45 31% | 14/45 31% |

**\*\*** *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 English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

## 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 Barbering.
02.0    Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Barbering.
03.0    Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Barbering.
04.0    Demonstrate safe, sanitary and efficient work practices.
05.0    Identify and perform shampoo/hair conditioners and scalp treatment.
06.0    Identify and perform trimming/shaping hair.
07.0    Identify and perform hairstyles.
08.0    Identify and perform mustache and beard design.
09.0    Demonstrate shaving the face.
10.0    Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Barbering.
11.0    Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Barbering.
12.0    Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Barbering.
13.0    Demonstrate appropriate understanding of basic science.
14.0    Identify and perform facial treatments.
15.0    Demonstrate knowledge of professional development (employability skills).
16.0    Demonstrate knowledge of Florida law and State Board requirements.
17.0    Demonstrate an understanding of entrepreneurship.
18.0    Identify and prepare hairpieces, wigs and hair attachments.
19.0    Identify and perform permanent wave/reconstruction curl/chemical relaxing.
20.0    Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Barbering 1**
**Course Number:** **8757110**
**Course Credit:** **1**

**Course Description:**

This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures.  It provides competencies in hair shampooing and conditioning, trimming and shaping hair using clippers, shears and razors.

| 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 Barbering. | |
| 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. <div style="text-align:right">LAFS.910.RST.1.1</div> | |
| 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. <div style="text-align:right">LAFS.910.RST.1.2</div> | |
| 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. <div style="text-align:right">LAFS.910.RST.1.3</div> | |
| 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. <div style="text-align:right">LAFS.910.RST.2.4</div> | |
| 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). <div style="text-align:right">LAFS.910.RST.2.5</div> | |
| 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. <div align="right">LAFS.910.RST.2.6</div> | |
| 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. <div align="right">LAFS.910.RST.3.7</div> | |
| 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. <div align="right">LAFS.910.RST.3.8</div> | |
| 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. <div align="right">LAFS.910.RST.3.9</div> | |
| 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. <div align="right">LAFS.910.RST.4.10</div> | |
| 02.0  Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Barbering. | |
| 02.01  Text Types and Purposes | |
| 02.01.1  Write arguments focused on discipline-specific content. <div align="right">LAFS.910.WHST.1.1</div> | |
| 02.01.2  Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <div align="right">LAFS.910.WHST.1.2</div> | |
| 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. <div align="right">LAFS.910.WHST.2.4</div> | |
| 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. <div align="right">LAFS.910.WHST.2.5</div> | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 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. <br> 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. <br> 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. <br> LAFS.910.WHST.3.8 | |
| 02.03.3     Draw evidence from informational texts to support analysis, reflection, and research. <br> 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. <br> 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 Barbering. | |
| 03.01   Make sense of problems and persevere in solving them. <br> MAFS.K12.MP.1.1 | |
| 03.02   Reason abstractly and quantitatively. <br> MAFS.K12.MP.2.1 | |
| 03.03   Construct viable arguments and critique the reasoning of others. <br> MAFS.K12.MP.3.1 | |
| 03.04   Model with mathematics. <br> MAFS.K12.MP.4.1 | |
| 03.05   Use appropriate tools strategically. <br> MAFS.K12.MP.5.1 | |
| 03.06   Attend to precision. <br> MAFS.K12.MP.6.1 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|---|---|
| 03.07   Look for and make use of structure.<br><br>                                                      MAFS.K12.MP.7.1 | | |
| 03.08   Look for and express regularity in repeated reasoning.<br><br>                                                      MAFS.K12.MP.8.1 | | |

**Abbreviations:**
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 04.0   Demonstrate safe, sanitary and efficient work practices – the student will be able to: | | | SC.912.L.14.51;<br>SC.912.L.18.10;<br>SC.912.N.1.1;<br>SC.912.P.8.11 |
| 04.01   Observe and apply sanitation and shop safety rules and practices in all skill procedures. | LAFS.910.RI.1.1<br>LAFS.910.RI.4.10<br>LAFS.910.RI.2.4<br>LAFS.910.SL.1.1<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | | |
| 04.02   Set up and operate equipment and utilize materials. | LAFS.910.RI.1.1<br>LAFS.910.RI.4.10<br>LAFS.910.RI.2.4<br>LAFS.910.SL.1.1<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | | |
| 04.03   Clean and maintain implements and equipment. | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.SL.1.1<br>LAFS.910. SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6<br>LAFS.910.R1.4.10<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.L.3.6 | | |
| 04.04   Demonstrate professional ethics with clients and co-workers. | LAFS.910.W.1.2<br>LAFS.910.W.2.4<br>LAFS.910.W.2.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.2.6<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.5 | | |
| 04.05   Analyze and recognize hair, skin and scalp conditions. | LAFS.910.RI.1.1<br>LAFS.910.RI.1.2<br>LAFS.910.RI.2.4<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.3<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.5<br>LAFS.910.SL.2.6<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6 | | |
| 04.06   Analyze hair, skin and scalp products using pH scale. | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.W.1.2<br>LAFS.910.W.2.4<br>LAFS.910.W.2.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.3<br>LAFS.910.SL.2.4<br>LAFS.910.L.1.<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6 | | |
| 04.07   Identify the histology of skin and hair. | LAFS.910.RI.1.1<br>LAFS.910.RI.1.2<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.W.1.2<br>LAFS.910.W.2.4<br>LAFS.910.W.2.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.3<br>LAFS.910.SL.2.6<br>LAFS.910.L.1.1 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.L.3.4<br>LAFS.910.L.3.6 | | |
| 04.08   Exhibit professional occupational skills. | LAFS.910.W.1.2<br>LAFS.910.W.2.4<br>LAFS.910.W.2.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.5<br>LAFS.910.SL.2.6 | | |
| 04.09   Determine the need for and perform corrective services. | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.W.3.7<br>LAFS.910.W.3.8<br>LAFS.910.W.3.9<br>LAFS.910.SL.1.3<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6 | | |
| 05.0   Identify and perform shampoo/hair conditioners and scalp treatment – the student will be able to: | | | SC.912.L.14.51;<br>SC.912.L.18.10;<br>SC.912.P.8.11,<br>SC.912.P.10.4 |
| 05.01   Prepare the client for service. | LAFS.910.SL.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.W.2.4 | | |
| 05.02   Analyze and recognize hair and scalp condition. | LAFS.910.RI.1.1<br>LAFS.910.RI.1.2<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.2<br>LAFS.910.SL.1.3<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.5<br>LAFS.910.SL.2.6<br>LAFS.910.L.1.3<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.3 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | | |
| 05.03 Select appropriate products (shampoo, conditioners, scalp treatments). | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.SL.1.1<br>LAFS.910.SL1.3<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4 | | |
| 05.04 Apply shampoo and manipulate to cleanse hair and scalp. | | | |
| 05.05 Rinse shampoo thoroughly from hair and scalp. | | | |
| 05.06 Select appropriate hair or scalp conditioners/treatment (reconstructor, acid rinse, moisturizer, detangler, oily scalp, dry scalp, or dandruff treatment). | LAFS.910.<br>LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.3<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | | |
| 05.07 Apply treatment or conditioner according to manufacturer's directions. | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10 | | |
| 05.08 Perform scalp manipulation, if required. | | | |
| 05.09 Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays). | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | | |
| 05.10 Remove conditioner or treatment, if required. | | | |
| 06.0 Identify and perform trimming/shaping hair (cutting) – the student will be able to: | | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 06.01 Prepare the client and determine needs and desires (consultation). | LAFS.910.SL.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.W.2.4 | | |
| 06.02 Select and utilize hair cutting implements and techniques shears, razor, clippers, texturizing implements). | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.2<br>LAFS.910.SL.1.3<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | MAFS.912.G-CO.1.2 | |
| 06.03 Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and combinations with or without blends. | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | MAFS.912.G-CO.1.1<br>MAFS.912.G-CO.1.2 | |
| 06.04 Edge and clean neckline with razor, clipper or shears. | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.L.1.1<br>LAFS.910.L.1.3.4<br>LAFS.910.L.1.3.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | MAFS.912.G-CO.1.1<br>MAFS.912.G-CO.1.2 | |
| 06.05 Check completed cut. | | MAFS.912.G-CO.1.1<br>MAFS.912.G-CO.1.2 | |
| 06.06 Sanitize cutting implements using Universal Sanitation Procedures. | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.RI.4.10<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.L.3.6 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** Barbering 2
**Course Number:** 8757120
**Course Credit:** 1

**Course Description:**

This course is designed to provide competencies in hair styling.

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 07.0     Identify and perform hair styles – the student will be able to: | | | SC.912.P.10.4, 5, 7, 20 |
| 07.01   Prepare client and determine needs and desired style (consultation). | LAFS.910.SL.1.1 LAFS.910.RI.2.4 LAFS.910.W.2.4 | | |
| 07.02   Identify and perform wet set using principles of design (hair sculpting, rollers and finger waves). | LAFS.910.RI.1.1 LAFS.910.RI.1.2 LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.4 LAFS.910.L.3.4 LAFS.910.L.3.6 | | |
| 07.03   Prepare and perform thermal styling using electric rollers, blow dryers, curling irons, crimping irons, thermo-pressing combing, air-waving combs using principles of design. | LAFS.910.RI.1.1 LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL2.6 LAFS.910. LAFS.910.L.1.1 LAFS.910.L.1.4 LAFS.910.L.3.4 LAFS.910.L.3.6 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 07.04  Comb out into desired style. | LAFS.910.S.L.1.1<br>LAFS.910.L.3.6 | | |
| 07.05  Utilize braiding technique. | LAFS.910.RI.1.2<br>LAFS.910.RI.1.4<br>LAFS.910.SL.1.1 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**      **Barbering 3**
**Course Number:**    **8757130**
**Course Credit:**      **1**

**Course Description:**

This course is designed to provide competencies in mustache and beard design.

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 08.0    Identify and perform mustache and beard design – the student will be to: | | | SC.912.L.14.51 |
| 08.01  Prepare the client. | LAFS.910.SL.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.W.2.4 | | |
| 08.02  Demonstrate suitable mustache and/or beard design and cutting based on facial structure. | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910. L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | | |
| 08.03  Demonstrate trimming a mustache or trimming a beard. | LAFS.910.RI.1.1<br>LAFS.910.RI.2.4<br>LAFS.910.SL.1.1<br>LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6 | | |
| 08.04  Practice standard finishing and sanitation procedures. | LAFS.910.RI.1.1<br>LAFS.910.RI.4.10<br>LAFS.910.RI.2.4<br>LAFS.910.SL.1.1<br>LAFS.910.L.1.1<br>LAFS.910.L.3.4<br>LAFS.910.L.3.6 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.SL.1.2<br>LAFS.910.SL.2.4<br>LAFS.910.SL.2.6 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Barbering 4**
**Course Number:** **8757140**
**Course Credit:** **1**

**Course Description:**

This course is designed to provide competencies in shaving.

| CTE Standards and Benchmarks | FS-M/LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 09.0     Demonstrate shaving the face – the student will be able to: | | | |
| 09.01   Prepare patron for shaving. | LAFS.910.RI.1. LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL2.6 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.910.RI.2.4 LAFS.910.W.2.4 | | |
| 09.02   Perform the shaving of the patron's face. | | MAFS.912.G-CO.1.1 | |
| 09.03   Perform the final cleansing of face and neck. | LAFS.910.RI.1. LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL2.6 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**      **Barbering 5**
**Course Number:**   **8757150**
**Course Credit:**     **1**

**Course Description:**

This course is designed to provide the student with an opportunity to develop competencies in basic science and facial treatments.

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 10.0    Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Barbering. | |
|     10.01   Key Ideas and Details | |
|         10.01.1      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.<div align="right">LAFS.1112.RST.1.1</div> | |
|         10.01.2      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.<div align="right">LAFS.1112.RST.1.2</div> | |
|         10.01.3      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.<div align="right">LAFS.1112.RST.1.3</div> | |
|     10.02   Craft and Structure | |
|         10.02.1      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.<div align="right">LAFS.1112.RST.2.4</div> | |
|         10.02.2      Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.<div align="right">LAFS.1112.RST.2.5</div> | |
|         10.02.3      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.<div align="right">LAFS.1112.RST.2.6</div> | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 10.03   Integration of Knowledge and Ideas | |
| 10.03.1      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. <br> LAFS.1112.RST.3.7 | |
| 10.03.2      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. <br> LAFS.1112.RST.3.8 | |
| 10.03.3      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. <br> LAFS.1112.RST.3.9 | |
| 10.04   Range of Reading and Level of Text Complexity | |
| 10.04.1      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. | |
| 10.04.2      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. <br> LAFS.1112.RST.4.10 | |
| 11.0    Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Barbering. | |
| 11.01   Text Types and Purposes | |
| 11.01.1      Write arguments focused on discipline-specific content. <br> LAFS.1112.WHST.1.1 | |
| 11.01.2      Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <br> LAFS.1112.WHST.1.2 | |
| 11.02   Production and Distribution of Writing | |
| 11.02.1      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <br> LAFS.1112.WHST.2.4 | |
| 11.02.2      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. <br> LAFS.1112.WHST.2.5 | |
| 11.02.3      Use technology, including the Internet, to produce, publish, and update | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| individual or shared writing products in response to ongoing feedback, including new arguments or information. <div align="right">LAFS.1112.WHST.2.6</div> | |
| 11.03 Research to Build and Present Knowledge | |
| 11.03.1 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. <div align="right">LAFS.1112.WHST.3.7</div> | |
| 11.03.2 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. <div align="right">LAFS.1112.WHST.3.8</div> | |
| 11.03.3 Draw evidence from informational texts to support analysis, reflection, and research. <div align="right">LAFS.1112.WHST.3.9</div> | |
| 11.04 Range of Writing | |
| 11.04.1 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. <div align="right">LAFS.1112.WHST.4.10</div> | |
| 12.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Barbering. | |
| 12.01 Make sense of problems and persevere in solving them. <div align="right">MAFS.K12.MP.1.1</div> | |
| 12.02 Reason abstractly and quantitatively. <div align="right">MAFS.K12.MP.2.1</div> | |
| 12.03 Construct viable arguments and critique the reasoning of others. <div align="right">MAFS.K12.MP.3.1</div> | |
| 12.04 Model with mathematics. <div align="right">MAFS.K12.MP.4.1</div> | |
| 12.05 Use appropriate tools strategically. <div align="right">MAFS.K12.MP.5.1</div> | |
| 12.06 Attend to precision. <div align="right">MAFS.K12.MP.6.1</div> | |
| 12.07 Look for and make use of structure. | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|---|---|
| | MAFS.K12.MP.7.1 | |
| 12.08  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

| CTE Standards and Benchmarks | FS-M/LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 13.0    Demonstrate appropriate understanding of basic science – the student will be able to: | | | SC.912.L.14.6, 51, 52; SC.912.L.17.13, 15, 16, 20; SC.912.N.1.1, 6; SC.912.N.4.2; SC.912.P.8.2, 8, 10, 12; SC.912.P.12.11 |
| 13.01  Identify health-related problems, which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials. | LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112.RI.4.10 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.SL.1.1 LAFS.1112.L.2.6 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 | MAFS.912.S-CP.1.5 | |
| 13.02  Understand molecular reactions as a result of physical and chemical changes. | LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 | | |
| 13.03  Draw conclusions or make inferences from data. | LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 | MAFS.912.S-ID.2.5 MAFS.912.S-IC.2.6 | |

| CTE Standards and Benchmarks | FS-M/LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.RI.1.4<br>LAFS.1112.RI.3.7<br>LAFS.1112.RI.4.10 | | |
| 14.0    Identify and perform facial treatments – the student will be able to: | | | |
| 14.01   Prepare the patron. | LAFS.1112.SL.1.1<br>LAFS.1112.L.1.1 | | |
| 14.02   Diagnose and identify skin condition. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.2.4<br>LAFS.1112.RI.4.10<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.1.2<br>LAFS.1112.SL.1.3<br>LAFS.1112.SL.2.4<br>LAFS.1112.SL.2.5<br>LAFS.1112.SL.2.6 | | |
| 14.03   Assemble supplies and equipment. | LAFS.1112.SL.1.1 | | |
| 14.04   Cleanse face and neck. | LAFS.1112.SL.1.1 | | |
| 14.05   Perform designated treatment (mechanical or manual). | LAFS.1112.SL.1.1<br>LAFS.1112.L.1.1<br>LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10 | | |
| 14.06   Perform final cleansing of face and neck. | LAFS.1112.SL.1.1 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** Barbering 6
**Course Number:** 8757160
**Course Credit:** 1

**Course Description:**

This course is designed to provide the student with employability skills, state board laws, and hairpieces/wigs/hair attachments.

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 15.0  Demonstrate knowledge of professional development (employability skills) – the student will be able to: | | | SC.912.L.14.6, 51, 52; SC.912.L.17.13, 15, 16, 20; SC.912.N.1.1, 6; 4.2 SC.912.P.8.2, 8, 10, 2; SC.912.P.12.11 |
| 15.01  Perform safety and health practices. | LAFS.1112.SL.1.1 LAFS.1112.L.1.1 | | |
| 15.02  Locate and select employment opportunities. | LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5 LAFS.1112.SL.2.6 | | |
| 15.03  Understand employment capabilities. | LAFS.1112.SL.1.1 | | |
| 15.04  Demonstrate writing a resume for employment. | LAFS.1112.SL.1.1 | | |
| 15.05  Demonstrate appropriate work behavior. | LAFS.1112.SL.1.1 LAFS.1112.L.1.1 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10 | | |
| 15.06 Project a professional image. | LAFS.1112.SL.1.1 | | |
| 15.07 Work individually and cooperatively as a member of regular or culturally diverse team. | LAFS.1112.SL.1.1<br>LAFS.1112.L.1.1 | | |
| 15.08 Utilize communication skills applicable to the industry. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.2.4<br>LAFS.1112.RI.4.10<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.1.2<br>LAFS.1112.SL.1.3<br>LAFS.1112.SL.2.4<br>LAFS.1112.SL.2.5<br>LAFS.1112.SL.2.6 | | |
| 15.09 Utilize math skills applicable to the industry. | LAFS.1112.SL.1.1 | MAFS.912.A-REI.1.1 | |
| 15.10 Demonstrate how to adapt to change. | LAFS.1112.SL.1.1 | | |
| 15.11 Balance personal and professional life. | LAFS.1112.SL.1.1<br>LAFS.1112.L.1.1<br>LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10 | | |
| 15.12 Use and conserve resources and energy. | LAFS.1112.SL.1.1 | | |
| 15.13 Use or explain how computers are used in the Barbering business. | LAFS.1112.SL.1.1<br>LAFS.1112.L.1.1 | | |
| 16.0 Demonstrate knowledge of Florida Law and State Board requirements – the student will be able to: | | | |
| 16.01 Demonstrate working knowledge of Florida Law, Chapter 476. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.3.7<br>LAFS.1112.<br>LAFS.1112.RI.3.8<br>LAFS.1112.RI.4.10<br>LAFS.1112.W.1.1<br>LAFS.1112.W.2.4 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.SL.1.1<br>LAFS.1112.SL.2.4<br>LAFS.1112.SL.2.6<br>LAFS.1112.L.1.1<br>LAFS.1112.L.3.6 | | |
| 16.02 Demonstrate Universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.3.7<br>LAFS.1112.RI.3.8<br>LAFS.1112.RI.4.10<br>LAFS.1112.W.1.2<br>LAFS.1112.W.2.4<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.2.4<br>LAFS.1112.SL.2.6<br>LAFS.1112.L.1.1<br>LAFS.1112.L.3.6 | | |
| 16.03 Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.3.7<br>LAFS.1112.<br>LAFS.1112.RI.3.8<br>LAFS.1112.RI.4.10<br>LAFS.1112.W.1.1<br>LAFS.1112.W.2.4<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.2.4<br>LAFS.1112.SL.2.6<br>LAFS.1112.L.1.1<br>LAFS.1112.L.3.6 | | |
| 17.0 Demonstrate an understanding of entrepreneurship – the student will be able to: | | | |
| 17.01 Define entrepreneurship. | LAFS.1112.W.1.2<br>LAFS.1112.W.2.4<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.2.6<br>LAFS.1112.L.1.1<br>LAFS.1112.L.1.2 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.L.3.6<br>LAFS.1112. | | |
| 17.02 Describe the importance of entrepreneurship to the American economy. | LAFS.1112.W.1.2<br>LAFS.1112.W.2.4<br>LAFS.1112.<br>LAFS.1112.SL.1.1<br>LAFS.1112.<br>LAFS.1112.L.1.1<br>LAFS.1112.L.1.2 | | |
| 17.03 List the advantages and disadvantages of business ownership. Identify the risks involved in ownership of a business. | LAFS.1112.W.1.2<br>LAFS.1112.W.1.3<br>LAFS.1112.W.2.4<br>LAFS.1112.W.3.9<br>LAFS.1112.SL.1.1<br>LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.3.7<br>LAFS.1112.RI.4.10<br>LAFS.1112.L.1.1<br>LAFS.1112.L.1.2<br>LAFS.1112.L.3.6 | | |
| 17.04 Identify the risks involved in ownership of a business. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI3.7<br>LAFS.1112.SL.1.1<br>LAFS.1112.W.1.2<br>LAFS.1112.W.2.4<br>LAFS.1112.W.3.8<br>LAFS.1112.L.1.1<br>LAFS.1112.L.1.2 | MAFS.912.S-CP.1.5 | |
| 17.05 Identify the necessary personal characteristics of a successful entrepreneur. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.3.7<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.1.2<br>LAFS.1112.L.1.1<br>LAFS.1112.L.1.2 | | |
| 17.06 Identify the business skills needed to operate a small business efficiently and effectively. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.RI.3.7 | | |
| | LAFS.1112. | | |
| | LAFS.1112.SL.1.1 | | |
| | LAFS.1112.SL.1.2 | | |
| | LAFS.1112.W.1.2 | | |
| | LAFS.1112.W.2.4 | | |
| | LAFS.1112.W.3.8 | | |
| | LAFS.1112.L.1.1 | | |
| | LAFS.1112.L.1.2 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Barbering 7**
**Course Number:** **8757170**
**Course Credit:** **1**

**Course Description:**

This course is designed to provide the student with skills in permanent wave, reconstruction curl, and chemical relaxing.

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 18.0 Identify and prepare hair pieces, wigs and hair attachments – the student will be able to: | | | SC.912.L.14.6, 51; SC.912.P.8.2, 7, 8, 10, 11; SC.912.P.10.5, 6, 7, 20; SC.912.P.12.12 |
| 18.01 Determine and identify styles and colors of wigs and hairpieces. | LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112.RI.4.10 LAFS.1112.W.2.4 LAFS.1112.W.4.10 | | |
| 18.02 Measure the head and fit wig or hairpiece. | | MAFS.912.G-GMD.1.1 | |
| 18.03 Clean, shape, and style to client's features. | LAFS.1112.SL.1.1 LAFS.1112.L.1.1 LAFS.1112.L.3.6 | | |
| 18.04 Attach and blend hair pieces/extensions into desired style. | LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.3.6 | | |
| 19.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing – the student will be able to: | | | |
| 19.01 Prepare client and determine needs and desired style (consultation). | LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.3.6 LAFS.1112.RI.1.2 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.W.1.2<br>LAFS.1112.W.2.4<br>LAFS.1112.4.10 | | |
| 19.02 Analyze hair, check scalp. | LAFS.1112.SL.1.1<br>LAFS.1112.SL.1.2<br>LAFS.1112.SL.1.3<br>LAFS.1112.SL.2.4<br>LAFS.1112.SL.2.5<br>LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.2.4<br>LAFS.1112.RI.4.10 | | |
| 19.03 Select appropriate solution strength according to hair texture, desired results. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.2.4<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.1.3<br>LAFS.1112.SL.2.4<br>LAFS.1112.SL.2.5<br>LAFS.1112.SL.2.6<br>LAFS.1112.L.1.1<br>LAFS.1112.L.3.4<br>LAFS.1112.L.3.6 | | |
| 19.04 Perform shampoo and shaping as required. | LAFS.1112.SL.1.1<br>LAFS.1112.SL.3.6 | | |
| 19.05 Apply protective cream or lotion. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10 | | |
| 19.06 Apply rearranger or straightener as required for desired results following curl or chemical relaxer. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.2.6<br>LAFS.1112.L.1.1<br>LAFS.1112.L.1.2<br>LAFS.1112.L.3.6<br>LAFS.1112.W.1.2<br>LAFS.1112.W.2.4 | | |

| CTE Standards and Benchmarks | FS-LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 19.07 Strand test for straightness if performing reconstruction curl or chemical relaxer. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI1.4<br>LAFS.1112.RI.4.10<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.2.6<br>LAFS.1112.L.1.1<br>LAFS.1112.L.1.2<br>LAFS.1112.L.3.6 | | |
| 19.08 Rinse or shampoo according to manufacturer's directions. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10 | | |
| 19.09 Select rods and wrap hair, if required, according to manufacturer's directions. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10 | MAFS.912.G-GMD.2.4 | |
| 19.10 Apply processing solution and process; take test curls. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10<br>LAFS.1112.L.1.1<br>LAFS.1112.L.1.2<br>LAFS.1112.L.3.6<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.2.6<br>LAFS.1112.W.1.2<br>LAFS.1112.W.2.4 | | |
| 19.11 Rinse, blot, shampoo and/or neutralize. | | | |
| 19.12 Remove rods, condition and style; record results. | LAFS.1112.W.1.2<br>LAFS.1112.W.2.4<br>LAFS.1112.W.4.10 | | |
| 19.13 Apply leave-on treatment, if required.  Record results. | LAFS.1112.W.1.2<br>LAFS.1112.W.2.4<br>LAFS.1112.W.4.10 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**    **Barbering 8**
**Course Number:**   **8757180**
**Course Credit:**   **1**

**Course Description:**

This course is designed to provide the student with skills in coloring and a basic understanding of entrepreneurship.

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 20.0    Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques – the student will be able to: | | | SC.912.L.14.6, 51, SC.912.P.8.2, 7, 8, 10, 11; SC.912.P.10.5, 6, 7, 20; SC.912.P.12.12 |
| 20.01   Perform patch test (pre-disposition), if required. | LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 LAFS.1112.W.1.2 LAFS.1112.W.2.4 | | |
| 20.02   Prepare client; determine needs and desires (consultation). | LAFS.1112.SL.1.1 LAFS.1112.L.1.1 | | |
| 20.03   Analyze scalp and hair. | LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.RI.1.3 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.SL.2.6<br>LAFS.1112.L.1.3<br>LAFS.1112.L.3.4<br>LAFS.1112.L.3.6 | | |
| 20.04 Select and assemble appropriate solutions according to hair texture and desired results. | LAFS.1112.R1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.2.6<br>LAFS.1112.L.1.1<br>LAFS.1112.L.3.6 | | |
| 20.05 Section hair, if required. | | MAFS.912.G-CO.1.1<br>MAFS.912.G-CO.1.2 | |
| 20.06 Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions. | LAFS.1112.RI.1.1<br>LAFS.1112.R.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10 | | |
| 20.07 Perform strand tests. | | | |
| 20.08 Identify and perform specialty-coloring techniques. | LAFS.1112.RI.1.1<br>LAFS.1112.R.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10 | | |
| 20.09 Shampoo before or after applying color according to manufacturer's directions.  Record results. | LAFS.1112.RI.1.1<br>LAFS.1112.R.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.4.10<br>LAFS.1112.L.1.2<br>LAFS.1112.L.3.6<br>LAFS.1112.W.1.2<br>LAFS.1112.W.2.4<br>LAFS.1112.W.4.10 | | |
| 20.10 Understand molecular reactions as a result of physical and chemical changes. | LAFS.1112.RI.1.1<br>LAFS.1112.RI.1.2<br>LAFS.1112.RI.4.10<br>LAFS.1112.W.3.7<br>LAFS.1112.W.3.8<br>LAFS.1112.SL.1.1<br>LAFS.1112.SL.2.6 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 20.11   Draw conclusions or make inferences from data. | LAFS.1112.RI.1.1<br>LAFS.1112.R.1.2<br>LAFS.1112.RI.1.4<br>LAFS.1112.RI.3.7<br>LAFS.1112.RI.4.10 | MAFS.912.S-ID.2.5<br>MAFS.912.S-IC.2.6 | |

**Laboratory Activities**

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

**Special Notes**

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

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

SkillsUSA, 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.

**Cooperative Training – OJT**

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

**Accommodations**

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Nails Specialty**
**Program Type:** **Career Preparatory**
**Career Cluster:** **Human Services**

| **Secondary – Career Preparatory** | |
|---|---|
| Program Number | 8757300 |
| CIP Number | 0612041004 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 2 credits |
| Teacher Certification | NAIL TEC 7 G        PERS SERV @7   7G<br>COSMETOL @7   7 G |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5092 Manicurists and Pedicurists |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Nails Specialty program is prepared for employment as a licensed Manicurist and Pedicurist (SOC 39-5092).  Instruction is designed to qualify students for employment upon successfully obtaining a Nails Specialty Certification.

The content includes, but is not limited to:  communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

## Program Structure

This program is a planned sequence of instruction consisting of a core and one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.
The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level | Graduation Requirement |
|-----|---------------|--------------|--------|----------|-------|------------------------|
| A | 8757210 | Grooming and Salon Services Core 1 | .5 credit | 39-5094 | 2 | PA |
| | 8757310 | Nails Specialty 2 | .5 credit | | 2 | VO |
| | 8757320 | Nails Specialty 3 | 1 credit | | 2 | VO |

Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education

## Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

| Courses | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Environmental Science | Genetics | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 |
|---------|------|------|------|------|------|------|------|------|------|------|------|
| 8757210 | 27/87 31% | 11/80 14% | 18/83 22% | 15/69 22% | 8/67 12% | 7/70 10% | 13/69 19% | 16/82 20% | 13/66 20% | 18/74 24% | 11/72 15% |
| 8757310 | 0/87 # | 0/80 # | 0/83 # | 0/69 # | 0/67 # | 0/70 # | 1/69 1% | 0/82 # | 0/66 # | 0/74 # | 0/72 # |
| 8757320 | 0/87 # | 0/80 # | 0/83 # | 0/69 # | 0/67 # | 0/70 # | 1/69 1% | 0/82 # | 0/66 # | 0/74 # | 0/72 # |

*\*\* Alignment pending review*                                                    *# Alignment attempted, but no correlation to academic course*

| Courses | Algebra 1 | Algebra 2 | Geometry | English 1 | English 2 | English 3 | English 4 |
|---------|-----------|-----------|----------|-----------|-----------|-----------|-----------|
| 8757210 | 10/67 15% | 6/75 8% | 4/54 7% | 29/46 63% | 29/45 64% | 0/45 0% | 0/45 0% |
| 8757310 | 3/67 4% | 0/75 # | 9/54 17% | 18/46 37% | 18/45 38% | 0/45 0% | 0/45 0% |
| 8757320 | 3/67 4% | 0/75 # | 9/54 17% | 18/46 37% | 18/45 38% | 0/45 0% | 0/45 0% |

*\*\* 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 English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

**Regulated Programs**

**Please refer to 61G5-22.015 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.**

Planned and supervised instructional activities must be provided through one or more of the following:  (1) directed laboratory experience, (2) student projects, (3) placement for experience.

## 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 Nail Specialty.
02.0    Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Nail Specialty.
03.0    Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Nail Specialty.
04.0    Identify career opportunities.
05.0    Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
06.0    Employ safe, Sanitary and efficient work practices.
07.0    Demonstrate language arts knowledge and skills.
08.0    Demonstrate mathematics knowledge and skills.
09.0    Demonstrate science knowledge and skills.
10.0    Explain the importance of employability skill and entrepreneurship skills.
11.0    Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
12.0    Demonstrate personal money-management concepts, procedures, and strategies.
13.0    Describe the importance of professional ethics and legal responsibilities.
14.0    Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
15.0    Use information technology tools.
16.0    Solve problems using critical thinking skills, creativity and innovation.
17.0    Use oral and written communication skills in creating, expressing and interpreting information and ideas.
18.0    Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
22.0    Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Grooming and Salon Services Core 1**
**Course Number:** **8757210**
**Course Credit:** **.5**

**Course Description:**

This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures.  It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry.  Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations.  He/she will briefly review entrepreneurship competency.

| Common  Core State 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 Nail Specialty. | | |
| | 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.<br>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.<br>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.<br>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.<br>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).<br>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 | |

| Common Core State Standards | Correlation to CTE Program Standard # |
|---|---|
| the author seeks to address. <div align="right">LAFS.910.RST.2.6</div> | |
| 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. <div align="right">LAFS.910.RST.3.7</div> | |
| 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. <div align="right">LAFS.910.RST.3.8</div> | |
| 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. <div align="right">LAFS.910.RST.3.9</div> | |
| 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. <div align="right">LAFS.910.RST.4.10</div> | |
| 02.0  Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Nail Specialty. | |
| 02.01  Text Types and Purposes | |
| 02.01.1  Write arguments focused on discipline-specific content. <div align="right">LAFS.910.WHST.1.1</div> | |
| 02.01.2  Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <div align="right">LAFS.910.WHST.1.2</div> | |
| 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. <div align="right">LAFS.910.WHST.2.4</div> | |
| 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. <div align="right">LAFS.910.WHST.2.5</div> | |
| 02.02.3  Use technology, including the Internet, to produce, publish, and update | |

| Common  Core State Standards | | | Correlation to CTE Program Standard # |
|---|---|---|---|
| | | 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 Nail Specialty. | | |
| | 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. | |
| | | 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 | |

| Common Core State Standards | Correlation to CTE Program Standard # |
|---|---|
| 03.08  Look for and express regularity in repeated reasoning.<br><br>MAFS.K12.MP.8.1 | |

**Abbreviations:**

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

NGSSS-Sci = Next Generation Sunshine State Standards for Science

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 04.0    Identify career opportunities--The student will be able to: | | | |
| 04.01   Identify career opportunities in the grooming and salon services field. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
| 05.0    Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The students will be able to: | | | |
| 05.01   Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
| 05.02   Explain emergency procedures to follow in response to workplace accidents. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | LAFS910.L.1.1, 2.3, 4.10 | | |
| 05.03 Create a disaster and/or emergency response plan. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 06.0 Employ safe, sanitary and efficient work practices--The student will be able to: | | | SC.912.L.16.7, 8; SC.912.L.18.12; SC.912.P.8.2 |
| 06.01 Using universal precautions identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
| 06.02 Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions. | LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MAFS.912.N-Q1.1,1.3 | |
| 06.03 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002 (2), F.A.C. | LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MAFS.912.N-Q1.1,1.3 | |
| 06.04 Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. | LAFS.910.RI.1.1, 1.3, 2.4  LAFS.910.RI.3.8, 4.10 LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | 2.4, 2.6   LAFS 910.L.1.1, 2.3, 3.6 | | |
| 06.05   Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails.  Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 07.0   <u>Demonstrate language arts knowledge and skills</u>--The students will be able to: | | | |
| 07.01   Locate, comprehend and evaluate key elements of oral and written information. | LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6 | | |
| 07.02   Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. | LAFS.910.RI.1.1, 1.2, 2.4,4.10 LAFS.910.W.1.2, a, b, c, d, e, f LAFS.910.W.2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.L1.1 a, b, 2.3, 3.4, a, b, c, d LAFS.910.L.3.6 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 | | |
| 07.03   Present information formally and informally for specific purposes and audiences. | LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | 2.3, 3.5, 3.6 | | |
| **08.0** Demonstrate mathematics knowledge and skills--The students will be able to: | | | |
| 08.01 Identify math skills as it applies to grooming and salon services. | | | |
| 08.02 Demonstrate knowledge of arithmetic operations. | | | |
| 08.03 Analyze and apply data and measurements to solve problems and interpret documents. | LAFS.910.RI.1.2 | MAFS.912.S-ID1.1,1.2 | |
| 08.04 Construct charts/tables/graphs using functions and data. | LAFS.910.W1.2 | MAFS.912.S-ID2.5, 2.6 | |
| **09.0** Demonstrate science knowledge and skills--The students will be able to: | | | SC.912.L.14.1, 2, 6, 9, 11, 12, 13, 16, 21, 29, 32, 33, 34, 36, 40, 42; SC.912.L.16.7, 8, 14; SC.912.L.17.16, 17; SC.912.L.18.3, 4, 11, 12; SC.912.N.2.2; SC.912.P.8.1, 2, 3, 7; SC.912.P.10.14, 15 |
| 09.01 Discuss the role of creativity in constructing scientific questions, methods and explanations. | LAFS.910.SL1.1 | | SC.912.N.1.1 |
| 09.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. | LAFS.910.RI.1.2,3.7 LAFS.910.W.3.8 LAFS.910.SL.1.1,2.4 | MAFS.912.S-IC.1.1, 2.3, 2.4, 2.5, 2.6 | SC.912.N.1.1 |
| 09.03 Identify science as it applies to decontamination and infection control. | LAFS.910.RI.1.2,1.4 3.7,4.1 | | SC.912.N.1.1 |
| 09.04 Identify chemistry as it applies to products used in the salon. | LAFS.910.RI.1.2,1.4 3.7,4.1 | | SC.912.8.1,8.10,8.11, 8.8 |
| 09.05 Identify science as it applies to anatomy and physiology. | LAFS.910.RI.1.2,1.4 3.7,4.1 | | SC.912.N.14.11,14.12,14.16, 14.17,14.19,14.20 |
| 09.06 Identify science as it applies to electricity and light therapy to perform appropriate treatment. | LAFS.910.RI.1.2,1.4 3.7,4.1 | | SC.912.P.10.15 |
| **10.0** Explain the importance of employability skill and entrepreneurship skills--The students will be able to: | | | SC.912.N.4.2 |
| 10.01 Identify and demonstrate positive work behaviors needed to be employable. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.02 Develop personal career plan that includes goals, objectives, and strategies. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.03 Examine licensing, certification, and industry credentialing requirements. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.04 Maintain a career portfolio to document knowledge, skills, and experience. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.5, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.05 Evaluate and compare employment opportunities that match career goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.06 Identify and exhibit traits for retaining employment. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.07  Identify opportunities and research requirements for career advancement. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.08  Research the benefits of ongoing professional development. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 10.09  Examine and describe entrepreneurship opportunities as a career planning option. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.10  Project a professional image. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.11  Work individually and cooperatively as a member of a homogenous or culturally diverse team. | LAFS.910.RI.1.1, 1.3, 2.4  LAFS.910.RI.3.8, 4.10 | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
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| | LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.6   LAFS 910.L.1.1, 2.3, 3.6 | | |
| 10.12  Utilize communication skills applicable to the industry. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.13  Balance personal and professional life. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.14  Use and conserve resources and energy. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.15  Define entrepreneurship-management skills. | LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6 | | |
| 10.16  Describe the importance of entrepreneurship to the American economy. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
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| | LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.17 List the advantages and disadvantages of business ownership. | LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6 | | |
| 10.18 Identify the risks involved in ownership of a business. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.19 Identify the necessary personal characteristics of a successful entrepreneur. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.20 Identify the business skills needed to operate a small business efficiently and effectively. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 11.0 <u>Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives</u>--The students will be able to: | | | |
| 11.01 Employ leadership skills to accomplish organizational goals and objectives. | LAFS.910.SL.2.4 | | |
| 11.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. | LAFS.910.SL.2.4 | | |
| 11.03 Conduct and participate in meetings to accomplish work tasks. | LAFS.910.SL1.1 | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 11.04   Employ mentoring skills to inspire and teach others. | LAFS.910.SL1.1,2.4 | | |
| 12.0   <u>Demonstrate personal money-management concepts, procedures, and strategies</u>--The students will be able to: | | | |
| 12.01   Identify and describe the services and legal responsibilities of financial institutions. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910. W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 12.02   Describe the effect of money management on personal and career goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |
| 12.03   Develop a personal budget and financial goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.1, 4.8 | |
| 12.04   Complete financial instruments for making deposits and withdrawals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |
| 12.05   Maintain financial records. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 | MA.912.F.4.2 | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
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| | LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 12.06   Read and reconcile financial statements. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |
| 12.07   Research, compare and contrast investment opportunities. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | MA.912.F.4.10, 4.11, 4.12, 4.14, 4.8, 4.9 | |
| 13.0   <u>Describe the importance of professional ethics and legal responsibilities--</u><br><u>The students will be able to:</u> | | | SC.912.L.14.6;<br>SC.912.L.16.7 |
| 13.01   Demonstrate working knowledge of Florida Law, Chapter 477. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 13.02   Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L.14.60,14.52, 16.7 |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
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| 13.03 Demonstrate knowledge of the "Florida Right- to-know" Law, Chapter 442. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 13.04 Evaluate and justify decisions based on ethical reasoning. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 13.05 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 13.06 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 13.07 Interpret and explain written organizational policies and procedures. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 14.0 <u>Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment</u>--The students will be able to: | | | SC.912.L.14.6; SC.912.L.16.7 |
| 14.01 Describe the nature and types of business organizations. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 14.02 Explain the effect of key organizational systems on performance and quality. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 14.03 List and describe quality control systems and/or practices common to the workplace. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 14.04 Explain the impact of the global economy on business organizations. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6LAFS.910.SL.1.1 | | |
| 15.0 <u>Use information technology tools</u>--The students will be able to: | | | |
| 15.01 Use personal information management (PIM) applications to increase workplace efficiency. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 | MAFS.K12.MP5.1 | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 15.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 15.03 Employ computer operations applications to access, create, manage, integrate, and store information. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 15.04 Employ collaborative/groupware applications to facilitate group work. | LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6 | | |
| 16.0 Solve problems using critical thinking skills, creativity and innovation--The students will be able to: | | | |
| 16.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. | LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, | | |

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| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | c, d, e<br>LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10<br>LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6<br>LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6 | | |
|     16.02  Employ critical thinking and interpersonal skills to resolve conflicts. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
|     16.03  Identify and document workplace performance goals and monitor progress toward those goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
|     16.04  Conduct technical research to gather information necessary for decision-making. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | MAFS.912.S-IC1.1,2.6 | |
| 17.0  <u>Use oral and written communication skills in creating, expressing and interpreting information and ideas</u>--The students will be able to: | | | |
|     17.01  Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, | | |

| CTE Standards and Benchmarks | | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|---|
| | | 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.02 | Locate, organize and reference written information from various sources. | LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10<br>LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10<br>LAFS,910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS.910.L.1.1, 2.3, 3.4, 3.6 | | |
| 17.03 | Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 17.04 | Interpret verbal and nonverbal cues/behaviors that enhance communication. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.05 | Apply active listening skills to obtain and clarify information. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.06 | Develop and interpret tables and charts to support written and oral communications. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, | MAFS.912.S-ID1.1,2.5,2.6 | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.07   Exhibit public relations skills that aid in achieving customer satisfaction. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |

**Florida Department of Education**
**Student Performance Standards**

Course Title:      8757310
Course Number:  **Nails Specialty 2**
Course Credit:      **.5**

**Course Description:**

This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps.  This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 18.0    Perform the practice of performing manicures, pedicures, and apply artificial nails/nail wraps using the proper procedure and application of chemicals--The student will be able to: | | | |
| 18.01   Clean and maintain implements by using appropriately mixed chemicals (EPA approved and hospital strength levels) and following the procedures for decontamination of tools per Chapter 61G5.002 (2), F.A.C.  Assemble, set up, and operate equipment according to manufacturer's instructions. | LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6 | | SC.912.L.16.7 |
| 18.02   Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail.  Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. | LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8,4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10 |
| 18.03   Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. | LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6.4 | MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1.2 MAFS.912.G-C1.2,1.4 | SC.912.L8.1,8.10,8.11 |
| 18.04   Perform proper techniques for smoothing and buffing the nails by | LAFS. 910.RI.1.1, | | SC.912.L8.1,8.10,8.11 |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. | 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6 | | |
| 18.05 Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. | LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 18.06 Perform proper procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4)(G). | LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** 8757320
**Course Number:** Nails Specialty 3
**Course Credit:** 1

**Course Description:**

This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 19.0 <u>Perform the practice of performing manicures, pedicures, and apply artificial nails/nail wraps using the proper procedure and application of chemicals</u>--The student will be able to: | | | |
| 19.01 Clean and maintain implements by using appropriately mixed chemicals (EPA approved and hospital strength levels) and following the procedures for decontamination of tools per Chapter 61G5.002 (2), F.A.C. Assemble, set up, and operate equipment according to manufacturer's instructions. | LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6 | | SC.912.L.16.7 |
| 19.02 Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail. Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. | LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10 |
| 19.03 Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. | LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6.4 | MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1.2 MAFS.912.G-C1.2,1.4 | SC.912.L8.1,8.10,8.11 |
| 19.04 Perform proper techniques for smoothing and buffing the nails by | LAFS. 910.RI.1.1, | | SC.912.L8.1,8.10,8.11 |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. | 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS. 910W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8,4.10<br>LAFS. 910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS. 910.L.1.1, 2.3, 3.6 | | |
| 19.05 Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. | LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br> LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS. 910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 19.06 Perform proper procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4)(G). | LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS. 910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |

# Additional Information

## Laboratory Activities

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

## Special Notes

**Please refer to 61G5-22.015 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.**

Planned and supervised instructional activities must be provided through one or more of the following:  (1) directed laboratory experience, (2) student projects, (3) placement for experience.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

## Career and Technical Student Organization (CTSO)

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

## Cooperative Training – OJT

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

## Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**    **Facials Specialty**
**Program Type:**    **Career Preparatory**
**Career Cluster:**    **Human Services**

| Secondary – Career Preparatory | |
|---|---|
| Program Number | 8757400 |
| CIP Number | 0612040805 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 2 credits |
| Teacher Certification | FACIAL TEC 7 G<br>COSMETOL @7    7 G<br>PERS SERV @7    7G |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5094 Skin Care Specialists |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Facials Specialist program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094). Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification.

The content includes, but is not limited to:  communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

## Program Structure

This program is a planned sequence of instruction consisting of a core and one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level | Graduation Requirement |
|-----|---------------|--------------|--------|----------|-------|------------------------|
| A | 8757210 | Grooming and Salon Services Core 1 | .5 credit | 39-5094 | 2 | PA |
| | 8757410 | Facials Specialty 2 | .5 credit | | 2 | VO |
| | 8757420 | Facials Specialty 3 | 1 credit | | 2 | VO |

Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education

## Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

| Courses | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Environmental Science | Genetics | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 |
|---------|------|------|------|------|------|------|------|------|------|------|------|
| 8757210 | 27/87 31% | 11/80 14% | 18/83 22% | 15/69 22% | 8/67 12% | 7/70 10% | 13/69 19% | 16/82 20% | 13/66 20% | 18/74 24% | 11/72 15% |
| 8757410 | 0/87 # | 0/80 # | 283 2% | 0/69 # | 2/67 3% | 0/70 # | 0/69 # | 2/82 2% | 0/66 # | 274 3% | 0/72 # |
| 8757420 | 3/87 3% | 3/80 4% | 0/83 # | 3/69 4% | 0/67 # | 3/70 4% | 3/69 4% | 0/82 # | 3/66 5% | 0/74 # | 3/72 4% |

** *Alignment pending review*                 #  *Alignment attempted, but no correlation to academic course*

| Courses | Algebra 1 | Algebra 2 | Geometry | English 1 | English 2 | English 3 | English 4 |
|---------|-----------|-----------|----------|-----------|-----------|-----------|-----------|
| 8757210 | 10/67 15% | 6/75 8% | 4/54 7% | 29/46 63% | 29/45 64% | 0/45 0% | 0/45 0% |
| 8757410 | 3/67 4% | 0/75 # | 3/54 6% | 0/46 0% | 0/45 0% | 19/45 42% | 19/45 42% |
| 8757420 | 0/67 # | 3/75 4% | 6/54 11% | 0/46 0% | 0/45 0% | 19/45 42% | 19/45 42% |

** *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 English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

**Regulated Programs**

**Please refer to 61G5-22.006 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.**

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

## 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 Facial Specialty.
02.0    Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Facial Specialty.
03.0    Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Facial Specialty.
04.0    Identify career opportunities.
05.0    Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
06.0    Employ safe, Sanitary and efficient work practices.
07.0    Demonstrate language arts knowledge and skills.
08.0    Demonstrate mathematics knowledge and skills.
09.0    Demonstrate science knowledge and skills.
10.0    Explain the importance of employability skill and entrepreneurship skills.
11.0    Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
12.0    Demonstrate personal money-management concepts, procedures, and strategies.
13.0    Describe the importance of professional ethics and legal responsibilities.
14.0    Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
15.0    Use information technology tools.
16.0    Solve problems using critical thinking skills, creativity and innovation.
17.0    Use oral and written communication skills in creating, expressing and interpreting information and ideas.
18.0    Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Facial Specialty.
19.0    Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Facial Specialty.
20.0    Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Facial Specialty.
21.0    Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measure and predicted.  Demonstrate proper procedure and application of chemicals.
22.0    Perform facials, manipulation, make-up, hair removal and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted.  Demonstrate proper procedure and application of chemicals.

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**     **Grooming and Salon Services Core 1**
**Course Number:**   **8757210**
**Course Credit:**    **.5**

**Course Description:**

This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures.  It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry.  Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations.  He/she will briefly review entrepreneurship competency.

| 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 Facial Specialty. | |
| 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.<br>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.<br>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.<br>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.<br>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).<br>LAFS.910.RST.2.5 | |

| Florida Standards | | | Correlation to CTE Program Standard # |
|---|---|---|---|
| | 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. <div align="right">LAFS.910.RST.2.6</div> | |
| | 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. <div align="right">LAFS.910.RST.3.7</div> | |
| | 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. <div align="right">LAFS.910.RST.3.8</div> | |
| | 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. <div align="right">LAFS.910.RST.3.9</div> | |
| | 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. <div align="right">LAFS.910.RST.4.10</div> | |
| 02.0 | Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Facial Specialty. | | |
| | 02.01 | Text Types and Purposes | |
| | 02.01.1 | Write arguments focused on discipline-specific content. <div align="right">LAFS.910.WHST.1.1</div> | |
| | 02.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <div align="right">LAFS.910.WHST.1.2</div> | |
| | 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. <div align="right">LAFS.910.WHST.2.4</div> | |
| | 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 | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| significant for a specific purpose and audience.<br>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.<br>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.<br>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.<br>LAFS.910.WHST.3.8 | |
| 02.03.3    Draw evidence from informational texts to support analysis, reflection, and research.<br>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.<br>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 Facial Specialty. | |
| 03.01   Make sense of problems and persevere in solving them.<br>MAFS.K12.MP.1.1 | |
| 03.02   Reason abstractly and quantitatively.<br>MAFS.K12.MP.2.1 | |
| 03.03   Construct viable arguments and critique the reasoning of others.<br>MAFS.K12.MP.3.1 | |
| 03.04   Model with mathematics.<br>MAFS.K12.MP.4.1 | |
| 03.05   Use appropriate tools strategically.<br>MAFS.K12.MP.5.1 | |

| Florida Standards | | Correlation to CTE Program Standard # |
|---|---|---|
| 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

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| 04.0 Identify career opportunities – the student will be able to: | | | |
| 04.01 Identify career opportunities in the grooming and salon services field. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
| 05.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to: | | | |
| 05.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
| 05.02 Explain emergency procedures to follow in response to workplace accidents. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 | | |

| CTE Standards and Benchmarks | | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|---|
| | | LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910L.1.1, 2.3, 4.10 | | |
| | 05.03 Create a disaster and/or emergency response plan. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 06.0 | Employ safe, sanitary and efficient work practices – the student will be able to: | | | SC.912.L.16.7, 8; SC.912.L.18.12; SC.912.P.8.2 |
| | 06.01 Using universal precautions identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
| | 06.02 Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions. | LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MAFS.912.N-Q1.1,1.3 | |
| | 06.03 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002 (2), F.A.C. | LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MAFS.912.N-Q1.1,1.3 | |
| | 06.04 Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. | LAFS.910.RI.1.1, 1.3, 2.4  LAFS.910.RI.3.8, 4.10 LAFS.910.W.1.2, 2.4, | | |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| | 2.6, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.6   LAFS 910.L.1.1, 2.3, 3.6 | | |
| 06.05   Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails.  Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 07.0    Demonstrate language arts knowledge and skills – the students will be able to: | | | |
| 07.01   Locate, comprehend and evaluate key elements of oral and written information. | LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6 | | |
| 07.02   Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. | LAFS.910.RI.1.1, 1.2, 2.4,4.10 LAFS.910.W.1.2, a, b, c, d, e, f LAFS.910.W.2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.L1.1 a, b, 2.3, 3.4, a, b, c, d LAFS.910.L.3.6 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 | | |
| 07.03   Present information formally and informally for specific purposes and audiences. | LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e    LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, | | |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| | 2.4, 2.5, 2.6<br>LAFS.910.L.1.1, a, b,<br>2.3, 3.5, 3.6 | | |
| 08.0 Demonstrate mathematics knowledge and skills – the students will be able to: | | | |
| 08.01 Identify math skills as it applies to grooming and salon services. | | | |
| 08.02 Demonstrate knowledge of arithmetic operations. | | | |
| 08.03 Analyze and apply data and measurements to solve problems and interpret documents. | LAFS.910.RI.1.2 | MAFS.912.S-ID1.1,1.2 | |
| 08.04 Construct charts/tables/graphs using functions and data. | LAFS.910.W1.2 | MAFS.912.S-ID2.5, 2.6 | |
| 09.0 Demonstrate science knowledge and skills – the students will be able to: | | | SC.912.L.14.1, 2, 6, 9, 11, 12, 13, 16, 21, 29, 32, 33, 34, 36, 40, 42;<br>SC.912.L.16.7, 8, 14;<br>SC.912.L.17.16, 17; SC.912.L.18.3, 4, 11, 12;<br>SC.912.N.2.2;<br>SC.912.P.8.1, 2, 3, 7; SC.912.P.10.14, 15 |
| 09.01 Discuss the role of creativity in constructing scientific questions, methods and explanations. | LAFS.910.SL1.1 | | SC.912.N.1.1 |
| 09.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. | LAFS.910.RI.1.2,3.7<br>LAFS.910.W.3.8<br>LAFS.910.SL.1.1,2.4 | MAFS.912.S-IC.1.1, 2.3, 2.4, 2.5, 2.6 | SC.912.N.1.1 |
| 09.03 Identify science as it applies to decontamination and infection control. | LAFS.910.RI.1.2,1.4<br>3.7,4.1 | | SC.912.N.1.1 |
| 09.04 Identify chemistry as it applies to products used in the salon. | LAFS.910.RI.1.2,1.4<br>3.7,4.1 | | SC.912.8.1,8.10,8.11, 8.8 |
| 09.05 Identify science as it applies to anatomy and physiology. | LAFS.910.RI.1.2,1.4<br>3.7,4.1 | | SC.912.N.14.11,14.12,14.16, 14.17,14.19,14.20 |
| 09.06 Identify science as it applies to electricity and light therapy to perform appropriate treatment. | LAFS.910.RI.1.2,1.4<br>3.7,4.1 | | SC.912.P.10.15 |
| 10.0 Explain the importance of employability skill and entrepreneurship skills – the students will be able to: | | | SC.912.N.4.2 |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| 10.01 Identify and demonstrate positive work behaviors needed to be employable. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.02 Develop personal career plan that includes goals, objectives, and strategies. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.03 Examine licensing, certification, and industry credentialing requirements. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.04 Maintain a career portfolio to document knowledge, skills, and experience. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.5, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.05 Evaluate and compare employment opportunities that match career goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.06 Identify and exhibit traits for retaining employment. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, | | |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| | 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.07 Identify opportunities and research requirements for career advancement. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.08 Research the benefits of ongoing professional development. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 10.09 Examine and describe entrepreneurship opportunities as a career planning option. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.10 Project a professional image. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.11 Work individually and cooperatively as a member of a homogenous or culturally diverse team. | LAFS.910.RI.1.1, 1.3, 2.4  LAFS.910.RI.3.8, 4.10<br>LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 | | |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| | LAFS.910.SL.1.1, 1.2, 2.4, 2.6   LAFS 910.L.1.1, 2.3, 3.6 | | |
| 10.12   Utilize communication skills applicable to the industry. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.13   Balance personal and professional life. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.14   Use and conserve resources and energy. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.15   Define entrepreneurship-management skills. | LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6 | | |
| 10.16   Describe the importance of entrepreneurship to the American economy. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.17   List the advantages and disadvantages of business ownership. | LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 | | |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| | LAFS.910.L.1.1, 3.4, 3.6 | | |
| 10.18 Identify the risks involved in ownership of a business. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.19 Identify the necessary personal characteristics of a successful entrepreneur. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.20 Identify the business skills needed to operate a small business efficiently and effectively. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 11.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to: | | | |
| 11.01 Employ leadership skills to accomplish organizational goals and objectives. | LAFS.910.SL.2.4 | | |
| 11.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. | LAFS.910.SL.2.4 | | |
| 11.03 Conduct and participate in meetings to accomplish work tasks. | LAFS.910.SL1.1 | | |
| 11.04 Employ mentoring skills to inspire and teach others. | LAFS.910.SL1.1,2.4 | | |
| 12.0 Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to: | | | |
| 12.01 Identify and describe the services and legal responsibilities of financial institutions. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 | | |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| | LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 12.02 Describe the effect of money management on personal and career goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |
| 12.03 Develop a personal budget and financial goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.1, 4.8 | |
| 12.04 Complete financial instruments for making deposits and withdrawals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |
| 12.05 Maintain financial records. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |
| 12.06 Read and reconcile financial statements. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |

| CTE Standards and Benchmarks | | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|---|
| | 12.07   Research, compare and contrast investment opportunities. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | MA.912.F.4.10, 4.11, 4.12, 4.14, 4.8, 4.9 | |
| 13.0 | Describe the importance of professional ethics and legal responsibilities – the students will be able to: | | | SC.912.L.14.6; SC.912.L.16.7 |
| | 13.01   Demonstrate working knowledge of Florida Law, Chapter 477. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| | 13.02   Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L.14.60,14.52, 16.7 |
| | 13.03   Demonstrate knowledge of the "Florida Right- to-know" Law, Chapter 442. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| | 13.04   Evaluate and justify decisions based on ethical reasoning. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 | | |

| CTE Standards and Benchmarks | | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|---|
| | | LAFS.910.L.1.1, 2.3, 3.6 | | |
| | 13.05 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| | 13.06 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| | 13.07 Interpret and explain written organizational policies and procedures. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 14.0 | Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to: | | | SC.912.L.14.6; SC.912.L.16.7 |
| | 14.01 Describe the nature and types of business organizations. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| | 14.02 Explain the effect of key organizational systems on performance and quality. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, | | |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| | 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 14.03 List and describe quality control systems and/or practices common to the workplace. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 14.04 Explain the impact of the global economy on business organizations. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6LAFS.910.SL.1.1 | | |
| 15.0 Use information technology tools – the students will be able to: | | | |
| 15.01 Use personal information management (PIM) applications to increase workplace efficiency. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | MAFS.K12.MP5.1 | |
| 15.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 15.03 Employ computer operations applications to access, create, manage, integrate, and store information. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, | | |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| | 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 15.04   Employ collaborative/groupware applications to facilitate group work. | LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e    LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6 | | |
| 16.0    Solve problems using critical thinking skills, creativity and innovation – the students will be able to: | | | |
| 16.01   Employ critical thinking skills independently and in teams to solve problems and make decisions. | LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e    LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6 | | |
| 16.02   Employ critical thinking and interpersonal skills to resolve conflicts. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 16.03   Identify and document workplace performance goals and monitor progress toward those goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 | | |

| CTE Standards and Benchmarks | | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|---|
| | | LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| | 16.04 Conduct technical research to gather information necessary for decision-making. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | MAFS.912.S-IC1.1,2.6 | |
| 17.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to: | | | |
| | 17.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| | 17.02 Locate, organize and reference written information from various sources. | LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10<br>LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10<br>LAFS,910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS.910.L.1.1, 2.3, 3.4, 3.6 | | |
| | 17.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |

| CTE Standards and Benchmarks | FS-LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| 17.04　Interpret verbal and nonverbal cues/behaviors that enhance communication. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.05　Apply active listening skills to obtain and clarify information. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.06　Develop and interpret tables and charts to support written and oral communications. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MAFS.912.S-ID1.1,2.5,2.6 | |
| 17.07　Exhibit public relations skills that aid in achieving customer satisfaction. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**     **Facials Specialty 2**
**Course Number:**     **8757410**
**Course Credit:**     **.5**

**Course Description:**

This course is designed to provide instruction in competencies in facials and massage.

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 18.0    Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Facial Specialty. | |
|      18.01   Key Ideas and Details | |
|          18.01.1      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. <div align="right">LAFS.1112.RST.1.1</div> | |
|          18.01.2      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. <div align="right">LAFS.1112.RST.1.2</div> | |
|          18.01.3      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. <div align="right">LAFS.1112.RST.1.3</div> | |
|      18.02   Craft and Structure | |
|          18.02.1      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. <div align="right">LAFS.1112.RST.2.4</div> | |
|          18.02.2      Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <div align="right">LAFS.1112.RST.2.5</div> | |
|          18.02.3      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. <div align="right">LAFS.1112.RST.2.6</div> | |
|      18.03   Integration of Knowledge and Ideas | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 18.03.1     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.<br>LAFS.1112.RST.3.7 | |
| 18.03.2     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.<br>LAFS.1112.RST.3.8 | |
| 18.03.3     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.<br>LAFS.1112.RST.3.9 | |
| 18.04    Range of Reading and Level of Text Complexity | |
| 18.04.1     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.<br>18.04.2     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.<br>LAFS.1112.RST.4.10 | |
| 19.0    Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Facial Specialty. | |
| 19.01    Text Types and Purposes | |
| 19.01.1     Write arguments focused on discipline-specific content.<br>LAFS.1112.WHST.1.1 | |
| 19.01.2     Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.<br>LAFS.1112.WHST.1.2 | |
| 19.02    Production and Distribution of Writing | |
| 19.02.1     Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>LAFS.1112.WHST.2.4 | |
| 19.02.2     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.<br>LAFS.1112.WHST.2.5 | |
| 19.02.3     Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| including new arguments or information. | |
| LAFS.1112.WHST.2.6 | |
| 19.03 Research to Build and Present Knowledge | |
| 19.03.1 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 | |
| 19.03.2 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 | |
| 19.03.3 Draw evidence from informational texts to support analysis, reflection, and research. | |
| LAFS.1112.WHST.3.9 | |
| 19.04 Range of Writing | |
| 19.04.1 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 | |
| 20.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Facial Specialty. | |
| 20.01 Make sense of problems and persevere in solving them. | |
| MAFS.K12.MP.1.1 | |
| 20.02 Reason abstractly and quantitatively. | |
| MAFS.K12.MP.2.1 | |
| 20.03 Construct viable arguments and critique the reasoning of others. | |
| MAFS.K12.MP.3.1 | |
| 20.04 Model with mathematics. | |
| MAFS.K12.MP.4.1 | |
| 20.05 Use appropriate tools strategically. | |
| MAFS.K12.MP.5.1 | |
| 20.06 Attend to precision. | |
| MAFS.K12.MP.6.1 | |
| 20.07 Look for and make use of structure. | |
| MAFS.K12.MP.7.1 | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 20.08  Look for and express regularity in repeated reasoning. <br><br> MAFS.K12.MP.8.1 | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| 21.0  Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects skin that can be described, measured and predicted.  Demonstrate proper procedure and application of chemicals – the student will be able to: | | | |
| 21.01  Choose the proper supplies, products, and equipment based on skin analysis and client consultation. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 21.02  Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | SC.912.L8.1,8.10, 8.11 | |
| 21.03  Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | SC.912.L8.1,8.10, 8.11 | |
| 21.04  Demonstrate ability and knowledge to properly do a cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 | SC.912.L8.1,8.10, 8.11 | |

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| | LAFS.1112.L.1.1, 2.3, 3.6 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**    **Facials Specialty 3**
**Course Number:**    **8757420**
**Course Credit:**    **1**

| CTE Standards and Benchmarks | FS-M/LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|
| 22.0   Perform facials, manipulation, make-up, hair removal and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted.  Demonstrate proper procedure and application of chemicals – the student will be able to: | | | |
| 22.01   Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6  LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10, 8.11 |
| 22.02   Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. | L LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6  LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10, 8.11 |
| 22.03   Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6  LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1. 2 MAFS.912.G-C1.2,1.4 | |
| 22.04   Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires.  Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias.  Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6  LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10, 8.11 |

| CTE Standards and Benchmarks | | FS-M/LA | NGSSS-Sci | FS-MATH |
|---|---|---|---|---|
| 22.05 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6  LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10, 8.11 |
| 22.06 | Assemble supplies and equipment. | L LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6  LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10, 8.11 |
| 22.07 | Perform a color analysis and facial balance. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6  LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1.2 MAFS.912.G-C1.2,1.4 | |
| 22.08 | Apply basic and/or corrective make-up. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6  LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10, 8.11 |
| 22.09 | Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6  LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10, 8.11 |

# Additional Information

**<u>Laboratory Activities</u>**

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

**<u>Special Notes</u>**

**<u>Please refer to 61G5-22.006 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.</u>**

Planned and supervised instructional activities must be provided through one or more of the following:  (1) directed laboratory experience, (2) student projects, (3) placement for experience.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

**<u>Career and Technical Student Organization (CTSO)</u>**

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

**<u>Cooperative Training – OJT</u>**

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.

**<u>Accommodations</u>**

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Course Title:** Human Services Cooperative Education OJT
**Course Type:** Career Preparatory
**Career Cluster:** Human Services

| Secondary – Cooperative Education - OJT | |
|---|---|
| Course Number | 8900420 |
| CIP Number | 07440799CP |
| Grade Level | 9-12, 30, 31 |
| Standard Length | Multiple credits |
| Teacher Certification | HOMEMAKING ¢7 @2 %7% G |
| | HME EC OCC ¢7 %7%G |
| | FAM CON SC 1 |
| | BARBERING   7G |
| | PERS SERV @7     7G |
| | COSMETOL @7     7G |
| CTSO | FCCLA, SkillsUSA |

## 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 Human Services 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 Human Services cluster.

**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.

Human Services 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.

**Florida Standards for English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

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

## 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:** Human Services Cooperative Education OJT
**Secondary Number:** 8900420

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

# Additional Information

**Special Notes**

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements.  It can be accessed on the DOE Website at http://www.fldoe.org/core/fileparse.php/3/urlt/steps-manual.pdf.

**Accommodations**

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities 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.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Course Title:** Human Services Directed Study
**Career Cluster:** Human Services

| | Secondary – Career Preparatory |
|---|---|
| Course Number | 8901000 |
| CIP Number | 0744079901 |
| Grade Level | 11-12, 30, 31 |
| Standard Length | Multiple credits |
| Teacher Certification | BARBERING   7G<br>HOMEMAKING ¢7  %7% G<br>PERS SERV @7    7G<br>HME EC OCC ¢7 %7%G<br>COSMETOL @7    7G<br>FAM CON SC 1 |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

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

**Florida Standards for English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

**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.

**<u>Standards</u>**

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:** **Human Services Directed Study**
**Course Number:** **8901000**
**Course Credit:** **1**

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

04.05   Construct charts/tables/graphs using functions and data.

**Laboratory Activities**

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

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

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

**Accommodations**

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

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

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.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Cosmetology**
**Program Type:** **Career Preparatory**
**Career Cluster:** **Human Services**

| Secondary – Career Preparatory | |
|---|---|
| Program Number | 8905100 |
| CIP Number | 0612040102 |
| Grade Level | 9-12, 30, 31 |
| Standard Length | 8 credits |
| Teacher Certification | COSMETOL @7   7 G<br>PERS SERV @7   7G |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5012 Hairdressers, Hairstylists, and Cosmetologists |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Cosmetology program is prepared for employment as a licensed Hairdressers, Hairstylists, and Cosmetologists (SOC 39-5012). Instruction is designed to qualify students for employment upon successfully obtaining a Cosmetology license.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations.

## Program Structure

Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

The following table illustrates the secondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code | Level | Graduation Requirement |
|---|---|---|---|---|---|---|
| | 8757210 | Grooming and Salon Services Core 1 | .5 credit | | 2 | PA |
| | 8905120 | Cosmetology Nails 2 | .5 credit | | 2 | PA |
| | 8905130 | Cosmetology Facials 3 | .5 credit | | 2 | PA |
| | 8905140 | Cosmetology 4 | 1 credit | | 2 | PA |
| | 8905150 | Cosmetology 5 | 1 credit | | 2 | PA |
| | 8905160 | Cosmetology 6 | 1 credit | | 2 | PA |
| | 8905170 | Cosmetology 7 | 1 credit | | 2 | PA |
| | 8905180 | Cosmetology 8 | 1 credit | | 2 | PA |
| A | 8905190 | Cosmetology 9 | 1.5 credits | 39-5012 | 2 | PA |

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)*

## Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of science, mathematics, and english/language arts core academic and Career and Technical Education (CTE) professional educators. This initiative supports CTE programs to improve the academic and career and technical skills of students through the integration of academics and CTE. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

| Courses | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth-Space Science | Genetics Honors | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 | Environmental Science |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 8757210 | 27/87 31% | 11/80 14% | 18/83 22% | 15/69 22% | 8/67 12% | 13/69 19% | 16/82 20% | 13/66 20% | 18/74 24% | 11/72 15% | 7/70 10% |
| 8905120 | 12/87 14% | 3/80 4% | 7/83 8% | 4/69 6% | 4/67 6% | 2/69 3% | 8/82 10% | 5/66 8% | 9/74 12% | 3/72 4% | 4/70 6% |
| 8905130 | 3/87 3% | 3/80 4% | 0/83 # | 3/69 4% | 0/67 # | 3/69 4% | 0/82 # | 3/66 5% | 0/74 # | 3/72 4% | 3/70 4% |
| 8905140 | 6/87 7% | 4/80 5% | 2/83 2% | 10/69 14% | 0/67 # | 4/69 6% | 4/82 5% | 4/66 6% | 7/74 9% | 4/72 6% | 3/70 4% |
| 8905150 | 4/87 5% | 4/80 5% | 0/83 # | 3/69 4% | 0/67 # | 3/69 4% | 0/82 # | 4/66 6% | 1/74 1% | 3/72 4% | 3/70 4% |

| Courses | Anatomy/ Physiology Honors | Astronomy Solar/Galactic Honors | Biology 1 | Chemistry 1 | Earth- Space Science | Genetics Honors | Integrated Science | Marine Science 1 Honors | Physical Science | Physics 1 | Environmental Science |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 8905160 | 3/87 3% | 3/80 4% | 0/83 # | 3/69 4% | 0/67 # | 3/69 4% | 0/82 # | 3/66 5% | 0/74 # | 3/72 4% | 3/70 4% |
| 8905170 | 4/87 5% | 4/80 5% | 0/83 # | 3/69 4% | 0/67 # | 3/69 4% | 0/82 # | 4/66 6% | 1/74 1% | 3/72 4% | 3/70 4% |
| 8905180 | 8/87 9% | 6/80 8% | 3/83 4% | 12/69 17% | 3/67 4% | 7/69 10% | 5/82 6% | 8/66 12% | 8/74 11% | 6/72 8% | 5/70 7% |
| 8905190 | 6/87 7% | 5/80 6% | 2/83 2% | 10/69 14% | 2/67 3% | 6/69 9% | 3/82 4% | 7/66 11% | 6/74 8% | 5/72 7% | 4/70 6% |

*\*\* Alignment pending review*  *\# Alignment attempted, but no correlation to academic course*

| Courses | Algebra 1 | Algebra 2 | Geometry | English 1 | English 2 | English 3 | English 4 |
|---|---|---|---|---|---|---|---|
| 8757210 | 10/67 15% | 6/75 8% | 4/54 7% | 29/46 63% | 29/45 64% | 0/45 # | 0/45 # |
| 8905120 | 3/67 4% | 0/75 # | 9/54 17% | 19/46 41% | 19/45 42% | 0/45 # | 0/45 # |
| 8905130 | 0/67 # | 3/75 4% | 6/54 11% | 0/46 # | 0/45 # | 19/45 42% | 19/45 42% |
| 8905140 | 0/67 # | 3/75 4% | 0/54 # | 0/46 # | 0/45 # | 19/45 42% | 19/45 42% |
| 8905150 | 0/67 # | 3/75 4% | 3/54 6% | 0/46 # | 0/45 # | 19/45 42% | 19/45 42% |
| 8905160 | 0/67 # | 3/75 4% | 2/54 3% | 0/46 # | 0/45 # | 19/45 42% | 19/45 42% |
| 8905170 | 0/67 # | 3/75 4% | 1/54 2% | 0/46 # | 0/45 # | 19/45 42% | 19/45 42% |
| 8905180 | 3/67 4% | 4/75 5% | 0/54 # | 0/46 # | #0/45 # | 19/45 42% | 19/45 42% |
| 8905190 | 3/67 4% | 4/75 5% | 2/54 4% | 0/46 # | #0/45 # | 19/45 42% | 19/45 42% |

*\*\* 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 English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

## 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 Cosmetology.
02.0    Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Cosmetology.
03.0    Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Cosmetology.
04.0    Identify career opportunities.
05.0    Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
06.0    Employ safe, sanitary and efficient work practices.
07.0    Demonstrate language arts knowledge and skills.
08.0    Demonstrate mathematics knowledge and skills.
09.0    Demonstrate science knowledge and skills.
10.0    Explain the importance of employability skill and entrepreneurship skills.
11.0    Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
12.0    Demonstrate personal money-management concepts, procedures, and strategies.
13.0    Describe the importance of professional ethics and legal responsibilities.
14.0    Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
15.0    Use information technology tools.
16.0    Solve problems using critical thinking skills, creativity and innovation.
17.0    Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
18.0    Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measured and predicted.  Demonstrate proper procedure and application of chemicals.
19.0    Identify shampoo/hair conditioners and scalp treatments.  Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders.  Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other.  Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin.  Demonstrate application of shampoo, manipulations and rinsing.
20.0    Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Cosmetology.
21.0    Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Cosmetology.
22.0    Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Cosmetology.
23.0    Identify and perform hair shaping (cutting).  Identify and analyze spheres and dimensional shapes using visualization.  Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client.  Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
24.0    Identify and perform hairstyles.  Identify and analyze spheres and dimensional shapes using visualization.  Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client.  Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.

25.0    Identify and prepare hairpieces, wigs and hair attachments.  Identify and analyze spheres and dimensional shapes using visualization.  Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client.  Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.

26.0    Identify and perform permanent waving/reconstruction and curl/ chemical relaxing.  Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin.  Be able to demonstrate proper procedure and application of chemicals.

27.0    Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.  Identify the proper chemical to be prescribed.  Understand the chemicals that affect the hair shaft and skin and be able to describe, measure, and predict chemical reactions.  Demonstrate proper procedures including the measurement, mixing and application of chemicals.

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**  **Grooming and Salon Services Core 1**
**Course Number:**  **8757210**
**Course Credit:**  **.5**

**Course Description:**

This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures.  It provides competencies in hair shampooing and conditioning, trimming and shaping hair using clippers, shears and razors.

| 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 **Cosmetology.** | |
| 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.<div align="right">LAFS.910.RST.1.1</div> | |
| 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.<div align="right">LAFS.910.RST.1.2</div> | |
| 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.<div align="right">LAFS.910.RST.1.3</div> | |
| 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.<div align="right">LAFS.910.RST.2.4</div> | |
| 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).<div align="right">LAFS.910.RST.2.5</div> | |
| 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.<div align="right">LAFS.910.RST.2.6</div> | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 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 **Cosmetology**. | |
| 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 | |
| 02.02   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 | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| and dynamically. <div align="right">LAFS.910.WHST.2.6</div> | |
| 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. <div align="right">LAFS.910.WHST.3.7</div> | |
| 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. <div align="right">LAFS.910.WHST.3.8</div> | |
| 02.03.3       Draw evidence from informational texts to support analysis, reflection, and research. <div align="right">LAFS.910.WHST.3.9</div> | |
| 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. <div align="right">LAFS.910.WHST.4.10</div> | |
| 03.0   Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in **Cosmetology.** | |
| 03.01    Make sense of problems and persevere in solving them. <div align="right">MAFS.K12.MP.1.1</div> | |
| 03.02   Reason abstractly and quantitatively. <div align="right">MAFS.K12.MP.2.1</div> | |
| 03.03   Construct viable arguments and critique the reasoning of others. <div align="right">MAFS.K12.MP.3.1</div> | |
| 03.04   Model with mathematics. <div align="right">MAFS.K12.MP.4.1</div> | |
| 03.05   Use appropriate tools strategically. <div align="right">MAFS.K12.MP.5.1</div> | |
| 03.06   Attend to precision. <div align="right">MAFS.K12.MP.6.1</div> | |
| 03.07   Look for and make use of structure. <div align="right">MAFS.K12.MP.7.1</div> | |
| 03.08   Look for and express regularity in repeated reasoning. | |

| Florida Standards | | | Correlation to CTE Program Standard # |
|---|---|---|---|
| | MAFS.K12.MP.8.1 | | |

**Abbreviations:**
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 04.0   Identify career opportunities--The student will be able to: | | | |
|     04.01   Identify career opportunities in the grooming and salon services field. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4,4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
| 05.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The students will be able to: | | | |
|     05.01   Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
|     05.02   Explain emergency procedures to follow in response to workplace accidents. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4,4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
| 05.03  Create a disaster and/or emergency response plan. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 06.0   Employ safe, sanitary and efficient work practices--The student will be able to: | | | SC.912.L.16.7, 8; SC.912.L.18.12; SC.912.P.8.2 |
| 06.01  Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4,4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10 | | |
| 06.02  Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions. | LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MAFS.912.N-Q1.1,1.3 | SC.912.L.16.7 |
| 06.03  Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. | LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MAFS.912.N-Q1.1,1.3 | |
| 06.04  Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. | LAFS.910.RI.1.1, 1.3, 2.4 LAFS.910.RI.3.8,4.10 LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.SL.1.1,1.2, 2.4, 2.6 LAFS 910.L.1.1, 2.3, 3.6 | | |
| 06.05 Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2,a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 07.0 <u>Demonstrate language arts knowledge and skills</u>--The students will be able to: | | | |
| 07.01 Locate, comprehend and evaluate key elements of oral and written information. | LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6 | | |
| 07.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. | LAFS.910.RI.1.1, 1.2, 2.4,4.10 LAFS.910.W.1.2, a, b, c, d, e, f LAFS.910.W.2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.L1.1 a, b, 2.3, 3.4, a, b, c, d LAFS.910.L.3.6 LAFS.910.SL.1.1,1.3, 2.4, 2.6 | | |
| 07.03 Present information formally and informally for specific purposes and audiences. | LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.SL.1.1,1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6 | | |
| 08.0 Demonstrate mathematics knowledge and skills--The students will be able to: | | | |
| 08.01 Identify math skills as it applies to grooming and salon services. | | | |
| 08.02 Demonstrate knowledge of arithmetic operations. | | | |
| 08.03 Analyze and apply data and measurements to solve problems and interpret documents. | LAFS.910.RI.1.2 | MAFS.912.S-ID1.1, 1.2 | |
| 08.04 Construct charts/tables/graphs using functions and data. | LAFS.910.W1.2 | MAFS.912.S-ID.2.5, 2.6 | |
| 09.0 Demonstrate science knowledge and skills--The students will be able to: | | | SC.912.L.14.1, 2, 6, 9, 11, 12, 13, 16, 21, 29, 32, 33, 34, 36, 40, 42; SC.912.L.16.7, 8, 14; SC.912.L.17.16, 17; SC.912.L.18.3, 4, 11, 12; SC.912.N.2.2; SC.912.P.8.1, 2, 3, 7; SC.912.P.10.14, 15 |
| 09.01 Discuss the role of creativity in constructing scientific questions, methods and explanations. | LAFS.910.SL1.1 | | SC.912.N.1.1 |
| 09.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. | LAFS.910.RI.1.2,3.7 LAFS.910.W.3.8 LAFS.910.SL.1.1, 2.4 | MAFS.912.S-IC.1.1, 2.3, 2.4, 2.5, 2.6 | SC.912.N.1.1 |
| 09.03 Identify science as it applies to decontamination and infection control. | LAFS.910.RI.1.2,1.4 3.7, 4.1 | | SC.912.N.1.1 |
| 09.04 Identify chemistry as it applies to products used in the salon. | LAFS.910.RI.1.2, 1.4 3.7, 4.1 | | SC.912.8.1, 8.10, 8.11, 8.8 |
| 09.05 Identify science as it applies to anatomy and physiology. | LAFS.910.RI.1.2, 1.4 3.7, 4.1 | | SC.912.N.14.11, 14.12, 14.16, 14.17, 14.19, 14.20 |
| 09.06 Identify science as it applies to electricity and light therapy to perform appropriate treatment. | LAFS.910.RI.1.2, 1.4 3.7, 4.1 | | SC.912.P.10.15 |
| 10.0 Explain the importance of employability skill and entrepreneurship skills--The students will be able to: | | | SC.912.N.4.2 |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 10.01 Identify and demonstrate positive work behaviors needed to be employable. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.02 Develop personal career plan that includes goals, objectives, and strategies. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.03 Examine licensing, certification, and industry credentialing requirements. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.04 Maintain a career portfolio to document knowledge, skills, and experience. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.5, 2.6, 3.7, 3.8, 3.8,4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.05 Evaluate and compare employment opportunities that match career goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 10.06   Identify and exhibit traits for retaining employment. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.07   Identify opportunities and research requirements for career advancement. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.08   Research the benefits of ongoing professional development. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 10.09   Examine and describe entrepreneurship opportunities as a career planning option. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.10   Project a professional image. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.11 Work individually and cooperatively as a member of a homogenous or culturally diverse team. | LAFS.910.RI.1.1, 1.3, 2.4 LAFS.910.RI.3.8,4.10 LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS.910.SL.1.1,1.2, 2.4, 2.6 LAFS 910.L.1.1, 2.3, 3.6 | | |
| 10.12 Utilize communication skills applicable to the industry. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.13 Balance personal and professional life. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.14 Use and conserve resources and energy. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.15 Define entrepreneurship-management skills. | LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 10.16 Describe the importance of entrepreneurship to the American economy. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.17 List the advantages and disadvantages of business ownership. | LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6 | | |
| 10.18 Identify the risks involved in ownership of a business. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.19 Identify the necessary personal characteristics of a successful entrepreneur. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 10.20 Identify the business skills needed to operate a small business efficiently and effectively | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 11.0 Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to: | | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 11.01 Identify and describe the services and legal responsibilities of financial institutions. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 11.02 Describe the effect of money management on personal and career goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |
| 11.03 Develop a personal budget and financial goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.1, 4.8 | |
| 11.04 Complete financial instruments for making deposits and withdrawals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |
| 11.05 Maintain financial records. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 11.06   Read and reconcile financial statements. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MA.912.F.4.2 | |
| 11.07   Research, compare and contrast investment opportunities. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | MA.912.F.4.10, 4.11, 4.12, 4.14, 4.8, 4.9 | |
| 12.0   <u>Describe the importance of professional ethics and legal responsibilities- -The students will be able to:</u> | | | SC.912.L.14.6; SC.912.L.16.7 |
| 12.01   Demonstrate working knowledge of Florida Law, Chapter 477. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 12.02   Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L.14.6,14.52, 16.7 |
| 12.03   Describe "Right-to-Know" Law as recorded in (29 CFR-1910.1200). | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.SL.1.1,1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 12.04   Evaluate and justify decisions based on ethical reasoning. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1,1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 12.05   Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1,1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 12.06   Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1,1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 12.07   Interpret and explain written organizational policies and procedures. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 13.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to: | | | SC.912.L.14.6; SC.912.L.16.7 |

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| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 13.01 Describe the nature and types of business organizations. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 13.02 Explain the effect of key organizational systems on performance and quality. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 13.03 List and describe quality control systems and/or practices common to the workplace. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 13.04 Explain the impact of the global economy on business organizations. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 LAFS.910.SL.1.1 | | |
| 14.0 Use information technology tools--The students will be able to: | | | |
| 14.01 Use personal information management (PIM) applications to increase workplace efficiency. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, | MAFS.K12.MP5.1 | |

| CTE Standards and Benchmarks | | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|---|
| | | 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| | 14.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| | 14.03 Employ computer operations applications to access, create, manage, integrate, and store information. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| | 14.04 Employ collaborative/groupware applications to facilitate group work. | LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1,1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6 | | |
| 15.0 | Solve problems using critical thinking skills, creativity and innovation-- The students will be able to: | | | |
| | 15.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. | LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.SL.1.1,1.2, 2.4, 2.5, 2.6<br>LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6 | | |
| 15.02 Employ critical thinking and interpersonal skills to resolve conflicts. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1,1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 15.03 Identify and document workplace performance goals and monitor progress toward those goals. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1,1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 15.04 Conduct technical research to gather information necessary for decision-making. | LAFS.910.RI.1.1, 1.2<br>LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10<br>LAFS.910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6<br>LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6,<br>LAFS.910.W.3.7, 3.8, 4.10<br>LAFS910.L.1.1, 2.3, 3.4, 3.6 | MAFS.912.S-IC1.1, 2.6 | |
| 16.0 <u>Use oral and written communication skills in creating, expressing and interpreting information and ideas</u>--The students will be able to: | | | |
| 16.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1,1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| 16.02 Locate, organize and reference written information from various sources. | LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6 | | |
| 16.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. | LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6 | | |
| 16.04 Interpret verbal and nonverbal cues/behaviors that enhance communication. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 16.05 Apply active listening skills to obtain and clarify information. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 16.06 Develop and interpret tables and charts to support written and oral communications. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 | MAFS.912.S-ID1.1,2.5,2.6 | |

| CTE Standards and Benchmarks | FS- LA | FS-MATH | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.L.1.1, 2.3, 3.6 | | |
| 16.07   Exhibit public relations skills that aid in achieving customer satisfaction. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Cosmetology Nails 2**
**Course Number:** **8905120**
**Course Credit:** **.5**

**Course Description:**

This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 17.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals (students are only required to perform 20 nails procedures to obtain a cosmetology license, refer to rule 61G5-22.0125)--The student will be able to: | | | SC.912.L.14.6, 11, 12, 16, 20, 21, 29, 33, 34, 36, 43, 50, 51 SC.912.L.17.16, 17; SC.912.L.18.3, 4, 12; SC.912.N.1.3; SC.912.N.2.2; SC.912.P.8.2, 7; SC.912.P.8.7, SC.912.P.10.4 |
| 17.01 Clean and maintain implements by using appropriately mixed chemicals (EPA approved and hospital grade.) and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. Assemble, set up, and operate equipment according to manufacturer's instructions. | LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L.16.7 |
| 17.02 Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10 |
| 17.03 Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, | | |

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.04 Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. | LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 | MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1<br>MAFS.912.SRT1.2<br>MAFS.912.G-C1.2,1.4 | SC.912.L8.1,8.10,8.11 |
| 17.05 Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 17.06 Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 17.07 Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 17.08 Prepare the natural nail for the application of an artificial nail by utilizing knowledge of anatomy of nails and hands and product reaction on the nails. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.910SL.1.1, 1.3, 2.4, 2.6<br>LAFS.910L.1.1, 2.3, | | SC.912.L8.1,8.10,8.11 |

| CTE Standards and Benchmarks | | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|---|
| | | 3.6 | | |
| 17.09 | Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1.2 MAFS.912.G-C1.2,1.4 | |
| 17.10 | Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 17.11 | Demonstrate the correct application procedure of nail forms and caps by following all safety and sanitation procedures. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.12 | Correctly apply artificial material to the natural nail following all safety and sanitation procedures for nails and diseases and disorders.  Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of angles and shapes to mold into a natural looking nail.  Follow all manufacturers' directions. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1.2 MAFS.912.G-C1.2,1.4 | |
| 17.13 | Following all manufactures directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and or to the full natural nail.  Demonstrate knowledge of diseases and disorders of the nail and relationships of size to mold the artificial nail into a natural looking nail. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 | | |

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.14 Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |
| 17.15 Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client.  Demonstrate ability create artful scenes on a minute surface. | LAFS.910RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 17.16 Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance. | LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Cosmetology Facials 3**
**Course Number:** **8905130**
**Course Credit:** **.5**

**Course Description:**

This course is designed to provide the student with an opportunity to develop competencies in facials and related massage, and makeup.  This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

| CTE Standards and Benchmarks | FS-LA | FS- Math | NGSSS-Sci |
|---|---|---|---|
| 18.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted.  Demonstrate proper procedure and application of chemicals (students are only required to perform 10 facial procedures to obtain a cosmetology license, Refer to rule 61G5-22.006)--The student will be able to: | | | |
| 18.01 Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 18.02 Choose the proper supplies, products, and equipment based on skin analysis and client consultation. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 18.03 Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, | | SC.912.L8.1,8.10,8.11 |

| CTE Standards and Benchmarks | FS-LA | FS- Math | NGSSS-Sci |
|---|---|---|---|
| 4.10<br>LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.1112.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 18.04   Demonstrate knowledge of available treatments and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.1112.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 18.05   Demonstrate ability and knowledge to properly do a final cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.1112.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 18.06   Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.1112.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |
| 18.07   Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. | L LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.1112.SL.1.1, | | SC.912.L8.1,8.10,8.11 |

| CTE Standards and Benchmarks | FS-LA | FS- Math | NGSSS-Sci |
|---|---|---|---|
| | 1.3, 2.4, 2.6<br>LAFS.1112.L.1.1,<br>2.3, 3.6 | | |
| 18.08 Shape eyebrows by tweezing and waxing incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs | LAFS.1112.RI.1.1,<br>1.3, 2.4, 3.8, 3.9,<br>4.10<br>LAFS.1112.W.1.2,<br>a,b,c,d,e, 2.4, 2.6,<br>3.7, 3.8, 3.8, 4.10<br>LAFS.1112.SL.1.1,<br>1.3, 2.4, 2.6<br>LAFS.1112.L.1.1,<br>2.3, 3.6 | MAFS.912.G-CO1.1,<br>1.5, 2.6, 3.9, 4.1<br>MAFS.912.SRT1.2<br>MAFS.912.G-C1.2,1.4 | |
| 18.09 Apply make-up based on the client's needs and desires, using proper safety procedures and appropriate application procedures and products, and utilizing knowledge of color theory and chemical reactions to the skin before application. | LAFS.1112.RI.1.1,<br>1.3, 2.4, 3.8, 3.9,<br>4.10<br>LAFS.1112.W.1.2,<br>a,b,c,d,e, 2.4, 2.6,<br>3.7, 3.8, 3.8, 4.10<br>LAFS.1112.SL.1.1,<br>1.3, 2.4, 2.6<br>LAFS.1112.L.1.1,<br>2.3, 3.6 | | SC.912.L8.1,8.10,8.11 |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** Cosmetology 4
**Course Number:** 8905140
**Course Credit:** 1

**Course Description:**

This course provides an opportunity to learn competencies in hair shampooing and scalp treatments.

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 19.0 Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing--The student will be able to: | | | SC.912.L.14.19; SC.912.L.18.4,11,12; SC.912.P.8.2, 4, 6, 7, 8, 10 |
| 19.01 Prepare the client for service. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Demonstrate the practice of effective draping of the client to insure safety in the workplace and community. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 19.02 Analyze and evaluate the hair's chemical composition and structure. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4; P.8.2, 8.8, 8.6, 8.11 |
| 19.03 Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| influence the choice of products to meet client's needs | LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 19.04 Understand the chemical reaction of the shampoo molecule on the hair and scalp and utilize proper manipulations. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |
| 19.05 Rinse shampoo thoroughly from hair and scalp.  Understand the chemical reaction of shampoo with water composition, temperature and electrostatic force of each. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |
| 19.06 Identify different compositions of conditioners.  Utilize problem solving skills determine the appropriate products and applications to communicate an understanding of factors that influence the choice of products to meet client's needs. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |
| 19.07 Apply treatment or conditioner according to manufacturer's directions. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 | | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 19.08 Demonstrate the proper manipulation based on the scalp analysis and client consultation. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 19.09 Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays).  Have working knowledge of the effects of electricity and light as it deals with the scalp chemically and physically.  Utilize problem-solving skills to determine the proper procedure to meet client's needs. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.P.10.15 |
| 19.10 Remove conditioner or treatment, if required.  Understand the chemical reaction of conditioners/treatments with the water, manufacturing recommendations, and client's needs. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Cosmetology 5**
**Course Number:** **8905150**
**Course Credit:** **1**

**Course Description:**

This course provides an opportunity to learn competencies in hair shaping and instruction in the selection of proper hair cutting, implements and proper style selection.

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| 20.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in **Cosmetology.** | |
| 20.01 Key Ideas and Details | |
| 20.01.1 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 | |
| 20.01.2 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 | |
| 20.01.3 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 | |
| 20.02 Craft and Structure | |
| 20.02.1 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 | |
| 20.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5 | |
| 20.02.3 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 | |
| 20.03 Integration of Knowledge and Ideas | |

| | | |
|---|---|---|
| | 20.03.1 | 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.<br><div align="right">LAFS.1112.RST.3.7</div> | |
| | 20.03.2 | 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.<br><div align="right">LAFS.1112.RST.3.8</div> | |
| | 20.03.3 | 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.<br><div align="right">LAFS.1112.RST.3.9</div> | |
| 20.04 | Range of Reading and Level of Text Complexity | | |
| | 20.04.1 | 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. | |
| | 20.04.2 | 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.<br><div align="right">LAFS.1112.RST.4.10</div> | |
| 21.0 | Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in **Cosmetology.** | |
| 21.01 | Text Types and Purposes | | |
| | 21.01.1 | Write arguments focused on discipline-specific content.<br><div align="right">LAFS.1112.WHST.1.1</div> | |
| | 21.01.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.<br><div align="right">LAFS.1112.WHST.1.2</div> | |
| 21.02 | Production and Distribution of Writing | | |
| | 21.02.1 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><div align="right">LAFS.1112.WHST.2.4</div> | |
| | 21.02.2 | 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.<br><div align="right">LAFS.1112.WHST.2.5</div> | |
| | 21.02.3 | 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. | |

| Florida Standards | Correlation to CTE Program Standard # |
|---|---|
| LAFS.1112.WHST.2.6 | |
| 21.03   Research to Build and Present Knowledge | |
| 21.03.1     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.<br>LAFS.1112.WHST.3.7 | |
| 21.03.2     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.<br>LAFS.1112.WHST.3.8 | |
| 21.03.3     Draw evidence from informational texts to support analysis, reflection, and research.<br>LAFS.1112.WHST.3.9 | |
| 21.04   Range of Writing | |
| 21.04.1     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.<br>LAFS.1112.WHST.4.10 | |
| 22.0   Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in **Cosmetology.** | |
| 22.01   Make sense of problems and persevere in solving them.<br>MAFS.K12.MP.1.1 | |
| 22.02   Reason abstractly and quantitatively.<br>MAFS.K12.MP.2.1 | |
| 22.03   Construct viable arguments and critique the reasoning of others.<br>MAFS.K12.MP.3.1 | |
| 22.04   Model with mathematics.<br>MAFS.K12.MP.4.1 | |
| 22.05   Use appropriate tools strategically.<br>MAFS.K12.MP.5.1 | |
| 22.06   Attend to precision.<br>MAFS.K12.MP.6.1 | |
| 22.07   Look for and make use of structure.<br>MAFS.K12.MP.7.1 | |
| 22.08   Look for and express regularity in repeated reasoning. | |

| Florida Standards | | | Correlation to CTE Program Standard # |
|---|---|---|---|
| | MAFS.K12.MP.8.1 | | |

**Abbreviations:**
FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 23.0 <u>Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs--The student will be able to:</u> | | | SC.912.L.14.12, SC.912.N.4.2 |
| 23.01 Select and utilize hair cutting implements and techniques using scissors, razors, clippers, texturizing implements and utilizing universal precautions. Select proper implements, identify implement parts, and utilize implements properly by using knowledge of hair structure and condition of the hair. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 23.02 Make a decision using active listening and knowledge of hair to determine desired implementation and results. Divide the head into sections according to head structure of client for desired haircut (dry/wet). Use appropriate elevation and proceed with hair cut to obtain desired results, (solid form, graduated, layered, over-directed and combinations thereof). | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1,1.4,4.12 | |
| 23.03 Edge and clean neckline using the bone structure of the head and texture of the hair to the appropriate shape and length, using the razor, clipper or scissors. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1,1.4,4.12 | |

| CTE Standards and Benchmarks | FS- LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 23.04 Check completed haircut for blends by analyzing the relationship between the hair remaining on the client's head to the stature of the client using the different degree of elevation of hair. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.1112.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1, | |
| 23.05 Decontaminate and maintain cutting implements using appropriately mixed chemicals (EPA approved and hospital grade) and following the manufacturer's directions and the procedure for decontamination of tools per Chapter 61G5-22.005, F.A.C. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10<br>LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10<br>LAFS.1112.SL.1.1, 1.3, 2.4, 2.6<br>LAFS.1112.L.1.1, 2.3, 3.6 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Cosmetology 6**
**Course Number:** **8905160**
**Course Credit:** **1**

**Course Description:**

This course gives the student an opportunity to develop competencies in hairstyling.

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 24.0   Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing hairstyles on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs--The student will be able to: | | | |
| 24.01   Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs by demonstration of knowledge of planes, angles, anatomy and law of color. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1 | |
| 24.02   Perform "wet set" using principles of design (i.e. hair sculpturing, rollers and finger waves). | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1 | |
| 24.03   Set up equipment and perform thermal styling using electric rollers, blow dryers, flat irons, curling irons, crimping irons, pressing comb using principles of design. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, | MAFS.912.G-CO.1.1 | |

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 24.04 Demonstrate the principles of styling the client's hair utilizing knowledge of anatomy, angles and planes in "combing-out" various hairstyles. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1,1.2 | |
| 24.05 Demonstrate knowledge of braiding natural hair techniques by utilizing knowledge of anatomy and mathematics. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1,1.2 | |
| 24.06 Demonstrate ability in styling individual hairpieces by utilizing knowledge of chemistry, angles and planes. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1 | |
| 24.07 Demonstrate ability to create hairstyles by incorporating, attaching and blending hairpieces into the desired hairstyle. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1,1.2 | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** Cosmetology 7
**Course Number:** 8905170
**Course Credit:** 1 credit

**Course Description:**

This course gives the student an opportunity to develop competencies in preparation and principles of design and fitting of wigs and hairpieces.

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 25.0 Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs-- The student will be able to: | | | SC.912.L.14.12, SC.912.N.4.2 |
| 25.01 Determine and identify the geometric shapes of artificial hair, including wigs and hairpieces. Calculate the relationships of color theory and its chemical make-up necessary to achieve the desired result. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-GMD.2.4 | |
| 25.02 Measure client's head form as it relates to the similarity and proportionality of the individual wig or hairpiece. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-MG.1.1 | |
| 25.03 Cleanse and cut artificial hair utilizing chemical theory and practical application necessary to achieve the desired result. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, | | |

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 25.04 Secure and intertwine artificial hair to the scalp or hair using chemical bonding compound or by interlocking with a needle or hook to achieve the desired style. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** **Cosmetology 8**
**Course Number:** **8905180**
**Course Credit:** **1**

**Course Description:**

This course is designed to provide competencies in permanent waving/ reconstruction curl/chemical relaxing.  Instruction in analyzing the hair, selection of approximate solutions and implements are also provided.

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 26.0 Identify and perform permanent waving/reconstruction and curl/chemical relaxing.  Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin.  Be able to demonstrate proper procedure and application of chemicals-- The student will be able to: | | | SC.912.L.14.43; SC.912.L.17.16, 17; SC.912.P.12.12 |
| 26.01 Analyze scalp and hair for skin or hair disease or disorders to avoid adverse reaction and determine that proper chemical for the client. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |
| 26.02 Select appropriate solution and strength, by measuring and mixing, according to hair texture and desired results. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.N-Q.1.1,1.2,1.3 | SC.912.N.1.1 |
| 26.03 Demonstrate knowledge of chemical and physical changes. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 26.04  Demonstrate knowledge of possible adverse chemical reactions to the skin.  Apply a protective barrier cream to avoid client injury. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |
| 26.05  Apply the proper chemicals required for a rearranger or chemical relaxer to achieve desired result. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |
| 26.06  Demonstrate knowledge of the chemical reaction of chemical relaxer or reconstructive curl to determine the necessary processing time. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |
| 26.07  Read, analyze and perform rinsing or shampooing as per manufacturer's instructions to avoid adverse chemical reactions. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |
| 26.08  Demonstrate knowledge of the proper selection of rods and wrapping techniques to achieve desired results. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 | MAFS.912.G-GMD.2.4 | |

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 26.09 Demonstrate the ability to apply the processing solution for the appropriate time and perform test curl. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11,P.10.7 |
| 26.10 Demonstrate the ability to rinse, blot, shampoo and/or neutralize all chemical solutions. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11,P.10.7 |
| 26.11 Demonstrate the ability to remove rods and apply knowledge of chemicals to condition, normalize and style hair to the desired result and to record the results. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11,P.10.7 |
| 23.12 Demonstrate chemical knowledge and application of in leave-in treatments and record the results. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11 |

**Florida Department of Education**
**Student Performance Standards**

**Course Title:** Cosmetology 9
**Course Number:** 8905190
**Course Credit:** 1.5

**Course Description:**

This course is designed to provide instruction in all types of hair coloring and bleaching. This instruction includes analysis of hair and scalp, performance of predisposition test, selection of correct supplies and equipment.

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 27.0 Identify and apply temporary, semi-permanent, permanent color, bleach and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin. Identify, measure, and predict chemical reactions. Demonstrate proper procedure and application of chemicals--The student will be able to: | | | SC.912.L.17.16, 17; SC.912.P.12.12 |
| 27.01 Perform an FDA mandated patch test (predisposition, skin, and allergy test), to determine client sensitivity to product. Decide whether to apply patch test and use appropriate application procedure. Mix chemicals following manufacturer's directions. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.N-Q.1.1, 1.2, 1.3 | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11, |
| 27.02 Describe, observe, identify and analyze the functions, structures, diseases and disorders of the scalp and hair. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11, |
| 27.03 Analyze the hair's texture, density, elasticity, porosity and condition to determine the appropriate solutions needed to perform the service and obtain the desired results. Select and assemble all needed materials after analysis. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, | | |

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| | 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 27.04 Divide the hair into appropriate sections to visualize the scalp for proper application of product. | LAFS.1112.RI.1.1, 1.2, 2.4, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | MAFS.912.G-CO.1.1, 4.12 MAFS.912.NQ.1.1, 1.2, 1.3 | |
| 27.05 Mix, if required, and apply appropriate color, toner, and/or bleach according to manufacturer's directions.  Use proper safety equipment to safeguard the student, operator, and client. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 27.06 Perform a strand test to determine desired color using proper procedures.  Follow all safety and sanitation procedures. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11, |
| 27.07 Identify and perform specialty-coloring techniques using the knowledge of ratios and proportions to analyze the density and texture of the client's hair and determine the techniques needed to properly section and apply product. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | |
| 27.08 Choose the appropriate shampoo to cleanse the hair using knowledge of shampoo chemistry before or after applying color according to manufacturer's instructions.  Remove unwanted color stains on the skin if needed using appropriate products and complete the client consultation card. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11, |

| CTE Standards and Benchmarks | FS-LA | FS-Math | NGSSS-Sci |
|---|---|---|---|
| 27.09 Analyze the hair to determine if a conditioner or normalizing conditioner is needed either before or after shampooing using the knowledge of the chemistry of conditioners. Follow manufacturer's directions. Complete the client consultation card. | LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6 | | SC.912.L.18.4,P.8.2, 8.8,8.6,8.11, |

# Additional Information

## Laboratory Activities

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

## Special Notes

Students wishing to complete the Cosmetology program, Hairdresser and Cosmetologist, shall complete the requirements listed in Rule 61G5-22 that outline the basic curriculum which shall be used in cosmetology schools in the State of Florida.  This curriculum includes definitions, level of acceptable competency, knowledge of Florida law, and sanitation and sterilization practices.  Additional curriculum requirements are listed in the table below:

| Rule Cite | Number and Type of Service Required |
|-----------|-------------------------------------|
| 61G5-22.006, F.A.C. | Ten (10) facials including skin care and hair removal |
| 61G5-22.0125, F.A.C. | Twenty (20) manicuring/pedicuring/nail extension services |
| 61G5-22.007, F.A.C. | Seventy-five (75) hair shaping services |
| 61G5-22.008, F.A.C. | Forty-five (45) scalp treatments and hair care rinses |
| 61G5-22.009, F.A.C. | Fifty (50) shampoos and rinses |
| 61G5-22.010, F.A.C. | Three hundred (300) hair arranging/styling services |
| 61G5-22.011, F.A.C. | Forty-five (45) hair coloring services |
| 61G5-22.012, F.A.C. | Sixty-five (65) chemical waving and relaxing/straightening services |

*Optional curricula may include beauty salon management as outlined in 61G5-22.014, F.A.C.  This curriculum is not mandatory for the certification examination.*

*The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.*

## Career and Technical Student Organization (CTSO)

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

## Cooperative Training – OJT

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

## Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular 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.

## Additional Resources

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

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

**Florida Department of Education**
**Curriculum Framework**

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

| Secondary – Middle School | |
|---|---|
| Program Number | 8960300 |
| CIP Number | 148960300M |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1 |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

## Purpose

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

**Florida Standards for English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document. The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level, and more in-depth when offered for two semesters.

## Standards

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

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

**Florida Department of Education**
**Student Performance Standards**

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

**Course Description:**

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

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

| | | |
|---|---|---|
| | 02.04 | Plan furniture and décor for a counseling or mental health facility. |
| | 02.05 | Discuss the ethical and legal responsibilities of the counseling services to the client. |
| 03.0 | Discuss family and community services – the student will be able to: | |
| | 03.01 | Research family and community services available through agencies, organizations, and churches at the local and state level |
| | 03.02 | Create documents to advertise family and community services. |
| | 03.03 | Discuss the ethical and legal responsibilities of the family and community services to the client. |
| 04.0 | Describe personal care services – the student will be able to: | |
| | 04.01 | Describe and apply principles of biology necessary to select safe and effective personal care products and services. |
| | 04.02 | Explain principles of chemistry in the composition, structure and properties of processes of a broad-range of personal care products and services. |
| | 04.03 | Apply basic principles of human anatomy necessary in order to determine needed personal care. |
| | 04.04 | Create advertisement documents to attract and retain human services clientele. |
| | 04.05 | Discuss the ethical and legal responsibilities of the personal services provider to the client. |
| 05.0 | Identify Consumer Services – the student will be able to: | |
| | 05.01 | Examine consumer services laws and ethics required for obtaining licensures. |
| | 05.02 | Discuss client/consumer service skills including ability to empathize and to motivate clients. |
| | 05.03 | Research and recommend products, plans or services. |
| | 05.04 | Create advertisement documents for specific audiences. |
| | 05.05 | Describe ethical and legal responsibilities associated with providing consumer services to clients and consumers. |
| 06.0 | Demonstrate leadership and communication styles – the student will be able to: | |
| | 06.01 | Explore the establishment and history of the FCCLA organization. |
| | 06.02 | Analyze the characteristics and responsibilities of organizational leaders. |
| | 06.03 | Demonstrate parliamentary procedure skills during a meeting. |

| | | |
|---|---|---|
| **CTE Standards and Benchmarks** | | |
| | 06.04 | Evaluate a committee which has an assigned task and report to the class. |
| | 06.05 | Demonstrate effective communication skills through delivery of a speech or conducting a demonstration. |
| | 06.06 | Use a computer to assist in the completion of a project. |
| 07.0 | Integrate the use of science, mathematics, reading, writing, and communications – the student will be able to: | |
| | 07.01 | Apply basic mathematics operations to solve problems. |
| | 07.02 | Prepare written and/or oral materials using correct English grammar. |
| | 07.03 | Identify the main idea in oral presentations and/or written materials. |
| | 07.04 | Locates, organizes, and interprets information from a variety of sources. |
| 08.0 | Recognize the value of responsibility, good work habits, and planning for career opportunities in agriculture services – the student will be able to: | |
| | 08.01 | Identify attitudes and habits necessary to achieve career success. |
| | 08.02 | Describe personality aspects to consider when choosing a career. |
| | 08.03 | Identify the basic steps in career planning. |
| | 08.04 | Develop basic career plan. |
| | 08.05 | Identify and research careers within a specific area of Human Services |
| 09.0 | Identify components of network systems – the student will be able to: | |
| | 09.01 | Identify attitudes and habits necessary to achieve career success. |
| | 09.02 | Identify structure to access internet, including hardware and software components. |
| | 09.03 | Identify and configure user customization features in web browsers, including preferences, caching, and cookies. |
| | 09.04 | Recognize essential database concepts. |
| | 09.05 | Define and use additional networking and internet services. |
| 10.0 | Describe and use communication features of information technology – the student will be able to: | |
| | 10.01 | Define important internet communications protocols and their roles in delivering basic Internet services. |

| CTE Standards and Benchmarks | |
|---|---|
| 10.02 | Identify basic principles of the Domain Name System (DNS). |
| 10.03 | Identify security issues related to Internet clients. |

# Additional Information

## Laboratory Activities

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

## Special Notes

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

## Accommodations

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

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## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

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

| Secondary – Middle School | |
|---|---|
| Program Number | 8960350 |
| CIP Number | 148960350M |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1 |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**<u>Purpose</u>**

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

**<u>Florida Standards for English Language Development (ELD)</u>**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

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

**Special Notes**

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

**Standards**

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

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

**Florida Department of Education**
**Student Performance Standards**

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

**Course Description:**

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

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

| CTE Standards and Benchmarks | |
|---|---|
| | 02.06   Describe technologies associated in careers within the Counseling and Mental Health Services career pathway. |
| 03.0 | Demonstrate an understanding of the Family and Community Services career pathway – the student will be able to: |
| | 03.01   Define and use proper terminology associated with the Family and Community Services career pathway. |
| | 03.02   Describe some of the careers available in the Family and Community Services career pathway. |
| | 03.03   Identify common characteristics of the careers in the Family and Community Services career pathway. |
| | 03.04   Research the history of the Family and Community Services career pathway and describe how the careers have evolved and impacted society. |
| | 03.05   Identify skills required to successfully enter any career in the Family and Community Services career pathway. |
| | 03.06   Describe technologies associated in careers within the Family and Community Services career pathway. |
| 04.0 | Demonstrate an understanding of the Personal Care Services career pathway – the student will be able to: |
| | 04.01   Define and use proper terminology associated with the Personal Care Services career pathway. |
| | 04.02   Describe some of the careers available in the Personal Care Services career pathway. |
| | 04.03   Identify common characteristics of the careers in the Personal Care Services career pathway. |
| | 04.04   Research the history of Personal Care Services career have evolved and impacted society. |
| | 04.05   Identify skills required to successfully enter any career in the Personal Care Services career pathway. |
| | 04.06   Describe technologies associated in careers within the Personal Care Services career pathway. |
| 05.0 | Demonstrate an understanding of the Consumer Services career pathway – the student will be able to: |
| | 05.01   Define and use proper terminology associated with the Consumer Services career pathway. |
| | 05.02   Describe some of the careers available in the Consumer Services career pathway. |
| | 05.03   Identify common characteristics of the careers in the Consumer Services career pathway. |
| | 05.04   Research the history of Consumer Services career have evolved and impacted society. |
| | 05.05   Identify skills required to successfully enter any career in the Consumer Services career pathway. |
| | 05.06   Describe technologies associated in careers within the Consumer Services career pathway. |

| CTE Standards and Benchmarks |
|---|
| 06.0     Apply leadership and communication skills – the student will be able to: |
| 06.01   Discuss the establishment and history of the FCCLA organization. |
| 06.02   Identify the characteristics and responsibilities of organizational leaders. |
| 06.03   Demonstrate parliamentary procedure skills during a meeting. |
| 06.04   Participate on a committee which has an assigned task and report to the class. |
| 06.05   Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration. |
| 06.06   Use a computer to assist in the completion of a project related to the Human Services career cluster. |
| 07.0     Describe how information technology is used in the Human Services career cluster – the student will be able to: |
| 07.01   Identify information technology (IT) careers in the Human Services career cluster, including the responsibilities, tasks and skills they require. |
| 07.02   Relate information technology project management concepts and terms to careers in the Human Services career cluster. |
| 07.03   Manage information technology components typically used in professions of the Human Services career cluster. |
| 07.04   Identify security-related ethical and legal IT issues faced by professionals in the Human Services career cluster. |
| 08.0     Use information technology tools – the student will be able to: |
| 08.01   Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Human Services career cluster. |
| 08.02   Use e-mail clients to send simple messages and files to other Internet users. |
| 08.03   Demonstrate ways to communicate effectively using Internet technology. |
| 08.04   Use different types of web search engines effectively to locate information relevant to the Human Services career cluster. |

# Additional Information

**Laboratory Activities**

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

**Special Notes**

The length of this course is one semester.

**Accommodations**

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

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

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

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

| Secondary – Middle School | |
|---|---|
| Program Number | 8960360 |
| CIP Number | 148960360M |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1 |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

## Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster.  The Human Services Career Cluster prepares you for jobs that relate to families and human needs.  Whether you want to be a social worker, a childcare provider or a hairdresser, you will be addressing human needs. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

## Florida Standards for English Language Development (ELD)
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

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

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

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

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

**Florida Department of Education**
**Student Performance Standards**

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

**Course Description:**

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

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

| CTE Standards and Benchmarks |
| --- |
| 03.0      Demonstrate an understanding of the Family and Community Services career pathway – the student will be able to: |
|      03.01    Define and use proper terminology associated with the Family and Community Services career pathway. |
|      03.02    Describe some of the careers available in the Family and Community Services career pathway. |
|      03.03    Identify common characteristics of the careers in the Family and Community Services career pathway. |
|      03.04    Research the history of the Family and Community Services career pathway and describe how the careers have evolved and impacted society. |
|      03.05    Identify skills required to successfully enter any career in the Family and Community Services career pathway. |
|      03.06    Describe technologies associated in careers within the Family and Community Services career pathway. |
| 04.0      Demonstrate an understanding of the Personal Care Services career pathway – the student will be able to: |
|      04.01    Define and use proper terminology associated with the Personal Care Services career pathway. |
|      04.02    Describe some of the careers available in the Personal Care Services career pathway. |
|      04.03    Identify common characteristics of the careers in the Personal Care Services career pathway. |
|      04.04    Research the history of Personal Care Services career have evolved and impacted society. |
|      04.05    Identify skills required to successfully enter any career in the Personal Care Services career pathway. |
|      04.06    Describe technologies associated in careers within the Personal Care Services career pathway. |
| 05.0      Demonstrate an understanding of the Consumer Services career pathway – the student will be able to: |
|      05.01    Define and use proper terminology associated with the Consumer Services career pathway. |
|      05.02    Describe some of the careers available in the Consumer Services career pathway. |
|      05.03    Identify common characteristics of the careers in the Consumer Services career pathway. |
|      05.04    Research the history of Consumer Services career have evolved and impacted society. |
|      05.05    Identify skills required to successfully enter any career in the Consumer Services career pathway. |
|      05.06    Describe technologies associated in careers within the Consumer Services career pathway. |
| 06.0      Apply leadership and communication skills – the student will be able to: |
|      06.01    Discuss the establishment and history of the FCCLA organization. |

| CTE Standards and Benchmarks | |
|---|---|
| 06.02 | Identify the characteristics and responsibilities of organizational leaders. |
| 06.03 | Demonstrate parliamentary procedure skills during a meeting. |
| 06.04 | Participate on a committee which has an assigned task and report to the class. |
| 06.05 | Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration. |
| 06.06 | Use a computer to assist in the completion of a project related to the Human Services career cluster. |
| 07.0 Describe how information technology is used in the Human Services career cluster – the student will be able to: | |
| 07.01 | Identify information technology (IT) careers in the Human Services career cluster, including the responsibilities, tasks and skills they require. |
| 07.02 | Relate information technology project management concepts and terms to careers in the Human Services career cluster. |
| 07.03 | Manage information technology components typically used in professions of the Human Services career cluster. |
| 07.04 | Identify security-related ethical and legal IT issues faced by professionals in the Human Services career cluster. |
| 08.0 Use information technology tools – the student will be able to: | |
| 08.01 | Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Human Services career cluster. |
| 08.02 | Use e-mail clients to send simple messages and files to other Internet users. |
| 08.03 | Demonstrate ways to communicate effectively using Internet technology. |
| 08.04 | Use different types of web search engines effectively to locate information relevant to the Human Services career cluster. |
| **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:** | |
| 09.0 | Describe the influences that societal, economic, and technological changes have on employment trends and future training. |
| 10.0 | Develop skills to locate, evaluate, and interpret career information. |
| 11.0 | Identify and demonstrate processes for making short and long term goals. |
| 12.0 | Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship. |
| 13.0 | Understand the relationship between educational achievement and career choices/postsecondary options. |

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

<center>**Additional Information**</center>

**Laboratory Activities**

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

**Special Notes**

The length of this course is one semester.

**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)**

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

**Accommodations**

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

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

**Additional Resources**

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

# Florida Department of Education
## Curriculum Framework

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

| Secondary – Middle School | |
|---|---|
| Program Number | 8960370 |
| CIP Number | 14896037MS |
| Grade Level | 6-8 |
| Standard Length | Semester |
| Teacher Certification | FAM CON SC 1<br>FASH TECH 7 G<br>INT DES 7 G<br>CULINARY 7 G<br>PRESCH ED A |
| CTSO | FCCLA |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

## Purpose

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

**Florida Standards for English Language Development (ELD)**
English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and

teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf.
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

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

## Standards

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

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

**Florida Department of Education**
**Student Performance Standards**

**Course Title:**     **Exploring Family and Consumer Sciences (FACS)**
**Course Number:**  **8960371**
**Course Length:**   **Semester**

**Course Description:**

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

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

| CTE Standards and Benchmarks | |
|---|---|
| | 03.07  Select, use, care for and store food preparation equipment. |
| | 03.08  Identify and apply food safety and sanitation practices. |
| | 03.09  Identify and demonstrate acceptable behaviors for table service and etiquette. |
| | 03.10  Specify nutritional needs of the young adult. |
| 04.0 | Demonstrate knowledge, skills and practices of early childhood care. – The students will be able to: |
| | 04.05  Identify stages of child development and age appropriate activities. |
| | 04.06  List the roles and responsibilities of parents and caregivers. |
| | 04.07  Identify community resources that benefit children, such as first aid and critical emergency skills. |
| | 04.08  Explore toys, books, games, and software of interest to children. |
| | 04.09  Demonstrate safe and proper use of toys and equipment, including safe play. |
| | 04.10  Compare different forms of guidance (i.e. redirection of behavior) used with children in different situations. |
| 05.0 | Apply  the decision making process to personal finance choices – The student will be able to: |
| | 05.05  Identify needs versus wants. |
| | 05.06  Research and use various consumer information sources to make purchases (i.e. online versus store front). |
| | 05.07  Set financial goals, including saving and investing. |
| | 05.08  Develop a plan for resource management (i.e., develop a plan for managing a budget) |
| | 05.09  Identify ways to keep personal information safe and utilize consumer safety guidelines. |
| 06.0 | Demonstrate an understanding of fashion and sewing concepts. – The student will be able to: |
| | 06.05  Determine values/needs/wants related to wardrobe and grooming. |
| | 06.06  Recognize factors that influence clothing purchases. |
| | 06.07  Identify sewing tools and techniques. |
| | 06.08  Use tools and materials to create a personalized individual and/or group project. |
| 07.0 | Demonstrate an understanding of housing and interior design. – The student will be able to: |

| CTE Standards and Benchmarks | |
|---|---|
| 07.05 | Identify lifestyle, common needs, common values and goals related to housing. |
| 07.06 | Identify elements and principles of design. |
| 07.07 | Demonstrate ways to create a comfortable living space. |

# Additional Information

## Laboratory Activities

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

## Special Notes

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

## Career and Technical Student Organization (CTSO)

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

## Accommodations

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

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

## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**     **Unit Treatment and Rehabilitation**
**Career Cluster:**    **Human Services**

| CCC | |
|---|---|
| CIP Number | 0351150203 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 24 credit hours |
| CTSO | HOSA (Health Occupations Students of America) |
| SOC Codes (all applicable) | 31-9099 Health Care Support Workers, All Other; 29-2053 Psychiatric Technicians |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**<u>Purpose</u>**

This certificate program is part of the Human Services AS degree program (1351150400).

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 Human Services 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 Human Services career cluster.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

The program is designed to prepare students for employment as psychiatric aides, case aides, unit treatment and rehabilitation specialists, or asylum attendants SOC Code 29-2053 (Psychiatric Technicians) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, concepts of mental health and mental illness; treatment plans and activities designed to stabilize, reorient, and rehabilitate mentally ill and emotionally disturbed patients; techniques of administration of prepackaged medication; observation of patients for changes in vital signs and behavior patterns; assisting patients in activities of daily living; supervising individual patients and patient teams; leadership and human relations; CPR, health, safety, and employability skills.  The Health Careers Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any Health Occupations program.  Once successfully completed, the core does not need to be repeated at any instructional level.

**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:

**Human Services Core:  The Human Services Core is a core of basic knowledge necessary for any Human Services career. Students who have previously completed the Human Services Careers Core or any other health occupations program do not have to repeat standards 01-09.**

01.0    Demonstrate knowledge of the human services delivery system and human services occupations.
02.0    Demonstrate the ability to communicate and use interpersonal skills effectively.
03.0    Demonstrate legal and ethical responsibilities.
04.0    Demonstrate an understanding of and apply wellness and disease concepts.
05.0    Recognize and practice safety and security procedures.
06.0    Demonstrate an understanding of information technology applications in human services.
07.0    Demonstrate employability skills.
08.0    Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
09.0    Apply basic math and science skills.
10.0    Participate in a variety of treatment and rehabilitation activities designed to stabilize, reorient, and rehabilitate mentally ill and emotionally disturbed patients.
11.0    Assist treatment and rehabilitation personnel in carrying out prescribed functions of specialized rehabilitation programs centered on personal and social adjustment, i.e., self-help, personal hygiene, and daily living.
12.0    Participate in group therapy sessions with professionals and observe patients for changes in behavior patterns.
13.0    Take patients vitals and assist patient with daily personal care activities.
14.0    Prepare reports, assimilate data and recommend changes in policies, procedures, or techniques as a member of the treatment and rehabilitation team.
15.0    Supervise individual patients and patient teams in the routine daily living activities of the treatment and rehabilitation unit.
16.0    Perform pharmacological aspects of care as directed.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Unit Treatment and Rehabilitation**
**CIP Number:** **0351150203**
**Program Length:** **24 credit hours**
**SOC Code(s):** **31-9099; 29-2053**

| This certificate program is part of the Human Services AS degree program (1351150400). At the completion of this program, the student will be able to: |
|---|
| 01.0 Demonstrate knowledge of the human services delivery system and human services occupations – the student will be able to: |
| 01.01 Identify the basic components of the human services delivery system including public, private, government and non-profit. |
| 01.02 Identify common methods of payment for human services. |
| 01.03 Describe the various types of human services providers and the range of services available including resources to victims of domestic violence and family violence. |
| 01.04 Describe the composition and functions of a human services team. |
| 01.05 Identify the general roles and responsibilities of the individual members of the human services team. |
| 01.06 Identify the roles and responsibilities of the client within the human services delivery system. |
| 01.07 Identify characteristics of effective teams. |
| 01.08 Recognize methods for building positive team relationships. |
| 01.09 Analyze attributes and attitudes of an effective leader. |
| 01.10 Recognize factors and situations that may lead to conflict. |
| 01.11 Demonstrate effective techniques for managing team conflict. |
| 01.12 Describe factors that influence the current delivery system of human /social services |
| 01.13 Explain the impact of emerging issues including technology, bioethics and socioeconomics on human services delivery systems. |
| 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively – the student will be able to: |
| 02.01 Develop basic communication and active listening skills. |

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| | 02.02 | Develop basic observational skills and related documentation strategies in written and oral form. |
| | 02.03 | Identify characteristics of successful and unsuccessful communication including client resistance. |
| | 02.04 | Respond effectively to verbal and non-verbal cues. |
| | 02.05 | Compose written communication using correct spelling, grammar, formatting and confidentiality. |
| | 02.06 | Use appropriate technical terminology and abbreviations. |
| | 02.07 | Recognize the importance of courtesy and respect for clients and other human services workers and maintain good interpersonal relationships. |
| | 02.08 | Recognize the importance of client educations regarding rendering of services. |
| | 02.09 | Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, sexual orientation, ethnic and religious groups. |
| | 02.10 | Recognize elements of communication using a sender-receiver model. |
| | 02.11 | Distinguish between and report subjective and objective information. |
| | 02.12 | Report relevant information in order of occurrence. |
| 03.0 | | Demonstrate legal and ethical responsibilities – the student will be able to: |
| | 03.01 | Discuss the legal framework of the human services occupations including scope of practice legislation. |
| | 03.02 | Explain practices that could results in malpractice, liability and/or negligence. |
| | 03.03 | Demonstrate procedures for accurate documentation and record keeping. |
| | 03.04 | Interpret agency/facility policy and procedures. |
| | 03.05 | Explain the "Patient's Bill of Rights". |
| | 03.06 | Identify standards of the Health insurance Portability and Accountability Act (HIPAA). |
| | 03.07 | Describe informed consent. |
| | 03.08 | Explain the laws governing harassment, labor and employment. |
| | 03.09 | Differentiate between legal and ethical issues in human services. |
| | 03.10 | Describe a code of ethics consistent with the human services occupation. |
| | 03.11 | Identify and compare personal, professional, and organizational ethics. |

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| | 03.12 | Recognize the limits of authority and responsibility of human service workers. |
| | 03.13 | Recognize and report illegal and/or unethical practices of human services workers. |
| | 03.14 | Recognize and report abuse including child abuse, elderly abuse, domestic violence and neglect. |
| 04.0 | Demonstrate an understanding of and apply wellness and disease concepts – the student will be able to: | |
| | 04.01 | Identify psychological reactions to illness including defense mechanisms. |
| | 04.02 | Identify complementary and alternative health practices. |
| | 04.03 | Discuss the adverse effects of the use of alcohol, illegal drugs, steroids and other high-risk behaviors on the human body. |
| | 04.04 | Explain the basic concepts of positive self-image, wellness and stress. |
| | 04.05 | Develop a wellness and stress control plan that can be used in personal and professional life. |
| | 04.06 | Recognize the steps in the grief process. |
| 05.0 | Recognize and practice safety and security procedures – the student will be able to: | |
| | 05.01 | Recognize safe and unsafe working conditions and report safety hazards. |
| | 05.02 | Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions. |
| | 05.03 | Describe fire, safety, disaster and evacuations procedures. |
| | 05.04 | Discuss Joint Commission (JCAHO) patient safety goals (www.jcaho.org). |
| | 05.05 | Recognize adverse drug related emergencies. |
| | 05.06 | Describe legal parameters relating to the administration of emergency care. |
| 06.0 | Demonstrate an understanding of information technology applications in healthcare – the student will be able to: | |
| | 06.01 | Describe the uses of computers in human services. |
| | 06.02 | Define terms and demonstrate basic computer skills. |
| | 06.03 | Recognize technology applications in human services |
| | 06.04 | Interpret information from electronic documents. |
| | 06.05 | Identify methods of communication to access and distribute data such as fax, e-mail and internet. |

| 07.0 | Demonstrate employability skills – the student will be able to: |
|---|---|
| 07.01 | Identify personal traits or attitudes desirable in a member of the Human Services team. |
| 07.02 | Define basic professional standards of human services workers as they apply to dress, language, informed consent, confidentiality and behavior (i.e. courtesy and self-introductions). |
| 07.03 | Identify documents that may be required when applying for a job. |
| 07.04 | Write an appropriate resume. |
| 07.05 | Conduct a job search. |
| 07.06 | Complete a job application form correctly. |
| 07.07 | Demonstrate competence in job interview techniques. |
| 07.08 | Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential. |
| 07.09 | Identify acceptable work habits. |
| 07.10 | Recognize appropriate professional behavior. |
| 07.11 | Compare careers within the human services career pathways. |
| 08.0 | Demonstrate knowledge of blood borne diseases, including HIV/AIDS – the student will be able to: |
| 08.01 | Recognize emerging diseases and disorders. |
| 08.02 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| 08.03 | Identify community resources and services available to the individuals with diseases caused by blood borne pathogens. |
| 08.04 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| 08.05 | Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing. |
| 09.0 | Apply basic math and science skills – the student will be able to: |
| 09.01 | Draw, read, and report on graphs, charts and tables. |
| 09.02 | Measure time, temperature, distance, capacity, and mass/weight. |
| 09.03 | Demonstrate ability to evaluate and draw conclusions. |
| 09.04 | Organize and communicate the results obtained by observation and experimentation. |

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| | 09.05 | Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions. |
| | 09.06 | Calculate ratios. |
| **Unit Treatment and Rehabilitation - Students completing this module have met the requirements for the occupational exit of Unit Treatment and Rehabilitation Specialist, SOC Code 29-2053 (Psychiatric Technicians)** | | |
| 10.0 | Participate in a variety of treatment and rehabilitation activities designed to stabilize, reorient, and rehabilitate mentally-ill and emotionally disturbed patients – the student will be able to: | |
| | 10.01 | Describe agency and programs. |
| | 10.02 | Identify and record maladaptive behaviors. |
| | 10.03 | Initiate effective relationships with clients. |
| | 10.04 | Negotiate a reward system with client. |
| | 10.05 | Identify legal considerations. |
| | 10.06 | Reduce client anxiety. |
| | 10.07 | Identify client's problem by interpreting test results and soliciting information from other agencies within constraints of applicable confidentiality policies and laws. |
| | 10.08 | Observe clients to prevent regression. |
| | 10.09 | Perform reality testing. |
| 11.0 | Assist treatment and rehabilitation personnel in carrying out prescribed functions of specialized rehabilitation programs centered around personal and social adjustment, i.e., self-help, personal hygiene, and daily living – the student will be able to: | |
| | 11.01 | Obtain relevant information from client using interview techniques. |
| | 11.02 | Explain client's rights. |
| | 11.03 | Obtain client's signature if needed. |
| | 11.04 | Shape client's behavior to substitute appropriate for maladaptive behavior. |
| | 11.05 | Explain anticipated events related to treatment plan. |
| | 11.06 | Obtain client's specific agreement and commitment to an agreed upon treatment plan. |
| | 11.07 | Verify client's understanding of treatment plan contract. |
| | 11.08 | Assist with explanation and interpretation of treatment plan to family. |
| | 11.09 | Teach client personal self-help and living skills to develop an independent self-care program. |

| 11.10 | Identify and teach client at risk behavior which promotes the spread of AIDS. |
|---|---|
| 11.11 | Identify specific goals and objectives for client. |
| 11.12 | Direct communication to client capabilities. |
| 11.13 | Plan learning tasks in increments appropriate to client's level of functioning. |
| 11.14 | Utilize effective reinforcement techniques. |
| 11.15 | Recognize, report/record indications of delirium tremens, hallucinations, confusional states or changes in emotion. |
| 11.16 | Recognize and report symptoms of abuse and neglect. |
| 11.17 | Encourage client compliance with routines. |
| 11.18 | Acquire assistance in interpreting as needed. |
| 11.19 | Implement appropriate JCAHO patient safety goals. |
| 12.0 | Participate in group therapy sessions with professionals and observes patients for changes in behavior patterns – the student will be able to: |
| 12.01 | "Read" and respond to "feeling tones" of client. |
| 12.02 | Conduct an activity program planned around the specific needs and interests of clients and their physical/emotional capabilities and limitations. |
| 12.03 | Assure client safety while encouraging and supporting their participation in activity. |
| 12.04 | Analyze critical incidents. |
| 12.05 | Empathize with and reassure client. |
| 12.06 | Lead, co-lead and/or participate in group therapy sessions. |
| 12.07 | Enhance socialization and interaction of clients. |
| 12.08 | Foster and sustain trust building relationship. |
| 12.09 | Foster involvement of all group members. |
| 12.10 | Draw out client feelings that encourage the release of tension and anxieties (catharsis). |
| 12.11 | Reduce excessive group pressure on a client. |
| 12.12 | Evaluate group session. |

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| 12.13 | Protect client's right to privacy and confidentiality. |
| 12.14 | Adhere to organization policy in dealing with critical incident. |
| **13.0** | **Take patients vitals and assist patient with daily personal care activities – the student will be able to:** |
| 13.01 | Monitor, record, report vital signs. |
| 13.02 | Supervise client feeding, bathing and grooming. |
| 13.03 | Monitor urine and bowel habits. |
| **14.0** | **Prepare reports, assimilate data and recommend changes in policies, procedures, or techniques as a member of the treatment and rehabilitation team – the student will be able to:** |
| 14.01 | Determine appropriate treatment needs. |
| 14.02 | Record and review data with client to assure accuracy. |
| 14.03 | Prepare report for supervisor. |
| 14.04 | Record client's progress. |
| 14.05 | Initiate revision to treatment plan if needed. |
| 14.06 | Participate in planning and developing policies and procedures for a treatment program. |
| 14.07 | Identify treatment program characteristics. |
| 14.08 | Assist with identification of necessary budgeting, staffing, equipment, supplies, and physical plant resources. |
| 14.09 | Collect and compile information to insure completeness of therapeutic treatment plan. |
| 14.10 | Refer clients to another treatment service. |
| 14.11 | Assist with establishment of client/family responsibility in the referral process. |
| 14.12 | Contact receiving agency to determine availability of service and provide necessary information. |
| 14.13 | Participate in follow-up plan. |
| 14.14 | Participate in team review (evaluation) of treatment plans. |
| 14.15 | Propose treat goals or therapeutic interventions. |
| 14.16 | Participate in decision making. |

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| | 14.17 | Record information in written form. |
| | 14.18 | Obtain information from recorded materials. |
| 15.0 | Supervise individual patients and patient teams in the routine daily living activities of the treatment and rehabilitation unit – the student will be able to: | |
| | 15.01 | Use language and expressions that client can understand. |
| | 15.02 | Maintain attentive behavior. |
| | 15.03 | Control violent behavior. |
| | 15.04 | Schedule and supervise client's work assignment. |
| | 15.05 | Escort clients when necessary. |
| | 15.06 | Facilitate reality-based feedback to clients. |
| 16.0 | Perform pharmacological aspects of care as directed – the student will be able to: | |
| | 16.01 | Observe and report side effects of medication. |
| | 16.02 | Administer prepackaged medication. |
| | 16.03 | Motivate client to take prescribed medication. |
| | 16.04 | Assemble information about properties of medications being administered, their potential side effects, and client's rights relating to taking or refusing medication. |
| | 16.05 | Determine client's medication history from records or family in re-allergic reactions. |
| | 16.06 | Assure adequate supply and safeguard storage of medications to prevent overdose. |
| | 16.07 | Assume responsibility for information transfer to/from oncoming shift. |

# Additional Information

## Laboratory Activities

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

## Special Notes

This program meets the Department of Health HIV/AIDS and domestic violence education requirements.  Upon completion of this program the instructor will provide a certificate to the student verifying that the HIV/AIDS and domestic violence requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

## Accommodations

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

## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Family Health Support Worker-ATD**
**Program Type:** **ATD (Applied Technology Diploma)**
**Career Cluster:** **Human Services**

|  | CC | PSAV |
|---|---|---|
| Program Number | N/A | H170205 |
| CIP Number | 0351150300 | 0351150301 |
| Grade Level | Applied Technology Diploma (ATD) | 30, 31 |
| Standard Length | 21 credit hours | 630 credit hours |
| CTSO | HOSA | HOSA |
| SOC Codes (all applicable) | 21-1094  Community Health Worker<br>31-9099 Health Care Support Workers, All Other | 21-1094  Community Health Worker<br>31-9099 Health Care Support Worker, All Other |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml | |
| Basic Skills Level: | N/A | Reading: 10<br>Mathematics 10<br>Language: 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 Human Services 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 Human Services career cluster.

The content includes, but is not limited to, human relations and interpersonal skills; maternal and child health; infant and child development; basic health education; caregiver-child relationship, client interview and intake; goal setting and achievement; coordination of services; interdisciplinary human services roles and functions; and referrals, resources and eligibility.  The Health Science Core must be taken by all students (secondary, postsecondary adult and postsecondary vocational) planning to complete any health occupations program.  Once successfully completed, the core does not need to be repeated at any instructional level.

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

## Program Structure

This program is an Applied Technology Diploma (ATD) program that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation.  An ATD program may consist of either technical credit or college credit.  A public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college.

## PSAV Program

When offered at the district level, this program is a planned sequence of instruction consisting of two occupational completion points and the courses as shown below.

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|--------------|--------|----------|
| A | HUS0090 | Human Services Core | 90 hours | 31-9099 |
|   | PRN0122 | Family Health Support Worker 1 | 270 hours | |
| B | PRN0123 | Family Health Support Worker 2 | 270 hours | 31-9099 |

## College Credit

When offered at the community college level, this ATD program is part of the Human Services AS program (1351150400) and has a program length of 21 credits.

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

**Human Services Core:  The Human Services Core is a core of basic knowledge necessary for any Human Services career.  Students who have previously completed the Human Services Careers Core or any other health occupations program do not have to repeat standards 01-09.**

| | |
|---|---|
| 01.0 | Demonstrate knowledge of the human services delivery system and human services occupations. |
| 02.0 | Demonstrate the ability to communicate and use interpersonal skills effectively. |
| 03.0 | Demonstrate legal and ethical responsibilities. |
| 04.0 | Demonstrate an understanding of and apply wellness and disease concepts. |
| 05.0 | Recognize and practice safety and security procedures. |
| 06.0 | Demonstrate an understanding of information technology applications in human services. |
| 07.0 | Demonstrate employability skills. |
| 08.0 | Demonstrate knowledge of blood borne diseases, including HIV/AIDS. |
| 09.0 | Apply basic math and science skills. |
| 10.0 | Establish and maintain a relationship with the family. |
| 11.0 | Assess family needs, strengths, and resources. |
| 12.0 | Assist families in goal setting and achievement. |
| 13.0 | Educate families. |
| 14.0 | Establish family support system. |
| 15.0 | Facilitate access to services. |
| 16.0 | Maintain agency documentation and adhere to program/employer policy, procedures, and guidelines. |
| 17.0 | Facilitate program transition. |
| 18.0 | Participate in education/training. |
| 19.0 | Assess the needs of the child/children. |
| 20.0 | Assess the needs of the mother/caregiver/family. |
| 21.0 | Based on needs and goals, educate and role model behaviors that support infant and child development ages 0 to 5. |
| 22.0 | Based on needs and goals, educate and role model behaviors that support maternal and child health. |
| 23.0 | Provide basic health education to families. |

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Family Health Support Worker**
**PSAV Number:** **H170205**

When this program is offered at the PSAV level, the following organization of courses, standards, and benchmarks apply.

| PSAV Course Number: HUS0090<br>Occupational Completion Point: A<br>Healthcare Support Worker – 90 Hours – SOC Code 31-9099 |
|---|
| 01.0 Demonstrate knowledge of the human services delivery system and human services occupations – the student will be able to: |
| 01.01 Identify the basic components of the human services delivery system including public, private, government and non-profit. |
| 01.02 Identify common methods of payment for human services. |
| 01.03 Describe the various types of human services providers and the range of services available including resources to victims of domestic violence and family violence. |
| 01.04 Describe the composition and functions of a human services team. |
| 01.05 Identify the general roles and responsibilities of the individual members of the human services team. |
| 01.06 Identify the roles and responsibilities of the client within the human services delivery system. |
| 01.07 Identify characteristics of effective teams. |
| 01.08 Recognize methods for building positive team relationships. |
| 01.09 Analyze attributes and attitudes of an effective leader. |
| 01.10 Recognize factors and situations that may lead to conflict. |
| 01.11 Demonstrate effective techniques for managing team conflict. |
| 01.12 Describe factors that influence the current delivery system of human /social services. |
| 01.13 Explain the impact of emerging issues including technology, bioethics and socioeconomics on human services delivery systems. |
| 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively – the student will be able to: |
| 02.01 Develop basic communication and active listening skills. |

| | | |
|---|---|---|
| | 02.02 | Develop basic observational skills and related documentation strategies in written and oral form. |
| | 02.03 | Identify characteristics of successful and unsuccessful communication including client resistance. |
| | 02.04 | Respond effectively to verbal and non-verbal cues. |
| | 02.05 | Compose written communication using correct spelling, grammar, formatting and confidentiality. |
| | 02.06 | Use appropriate technical terminology and abbreviations. |
| | 02.07 | Recognize the importance of courtesy and respect for clients and other human services workers and maintain good interpersonal relationships. |
| | 02.08 | Recognize the importance of client educations regarding rendering of services. |
| | 02.09 | Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, sexual orientation, ethnic and religious groups. |
| | 02.10 | Recognize elements of communication using a sender-receiver model. |
| | 02.11 | Distinguish between and report subjective and objective information. |
| | 02.12 | Report relevant information in order of occurrence. |
| 03.0 | Demonstrate legal and ethical responsibilities – the student will be able to: | |
| | 03.01 | Discuss the legal framework of the human services occupations including scope of practice legislation. |
| | 03.02 | Explain practices that could results in malpractice, liability and/or negligence. |
| | 03.03 | Demonstrate procedures for accurate documentation and record keeping. |
| | 03.04 | Interpret agency/facility policy and procedures. |
| | 03.05 | Explain the "Patient's Bill of Rights". |
| | 03.06 | Identify standards of the Health Insurance Portability and Accountability Act (HIPAA). |
| | 03.07 | Describe informed consent. |
| | 03.08 | Explain the laws governing harassment, labor and employment. |
| | 03.09 | Differentiate between legal and ethical issues in human services. |
| | 03.10 | Describe a code of ethics consistent with the human services occupation. |
| | 03.11 | Identify and compare personal, professional, and organizational ethics. |
| | 03.12 | Recognize the limits of authority and responsibility of human service workers. |

| | | |
|---|---|---|
| | 03.13 | Recognize and report illegal and/or unethical practices of human services workers. |
| | 03.14 | Recognize and report abuse including child abuse, elderly abuse, domestic violence and neglect. |
| 04.0 | Demonstrate an understanding of and apply wellness and disease concepts – the student will be able to: | |
| | 04.01 | Identify psychological reactions to illness including defense mechanisms. |
| | 04.02 | Identify complementary and alternative health practices. |
| | 04.03 | Discuss the adverse effects of the use of alcohol, illegal drugs, steroids and other high-risk behaviors on the human body. |
| | 04.04 | Explain the basic concepts of positive self-image, wellness, and stress. |
| | 04.05 | Develop a wellness and stress control plan that can be used in personal and professional life. |
| | 04.06 | Recognize the steps in the grief process. |
| 05.0 | Recognize and practice safety and security procedures – the student will be able to: | |
| | 05.01 | Recognize safe and unsafe working conditions and report safety hazards. |
| | 05.02 | Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions. |
| | 05.03 | Describe fire, safety, disaster and evacuations procedures. |
| | 05.04 | Discuss The Joint Commission (JCAHO) patient safety goals (www.jcaho.org). |
| | 05.05 | Recognize adverse drug related emergencies. |
| | 05.06 | Describe legal parameters relating to the administration of emergency care. |
| 06.0 | Demonstrate an understanding of information technology applications in healthcare – the student will be able to: | |
| | 06.01 | Describe the uses of computers in human services |
| | 06.02 | Define terms and demonstrate basic computer skills. |
| | 06.03 | Recognize technology applications in human services |
| | 06.04 | Interpret information from electronic documents. |
| | 06.05 | Identify methods of communication to access and distribute data such as fax, e-mail and internet. |
| 07.0 | Demonstrate employability skills – the student will be able to: | |
| | 07.01 | Identify personal traits or attitudes desirable in a member of the Human Services team. |

| | 07.02 | Define basic professional standards of human services workers as they apply to dress, language, informed consent, confidentiality and behavior (i.e. courtesy and self-introductions). |
|---|---|---|
| | 07.03 | Identify documents that may be required when applying for a job. |
| | 07.04 | Write an appropriate resume. |
| | 07.05 | Conduct a job search. |
| | 07.06 | Complete a job application form correctly. |
| | 07.07 | Demonstrate competence in job interview techniques. |
| | 07.08 | Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential. |
| | 07.09 | Identify acceptable work habits. |
| | 07.10 | Recognize appropriate professional behavior. |
| | 07.11 | Compare careers within the human services career pathways. |
| 08.0 | Demonstrate knowledge of blood borne diseases, including HIV/AIDS – the student will be able to: | |
| | 08.01 | Recognize emerging diseases and disorders. |
| | 08.02 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| | 08.03 | Identify community resources and services available to the individuals with diseases caused by blood borne pathogens. |
| | 08.04 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| | 08.05 | Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing. |
| 09.0 | Apply basic math and science skills – the student will be able to: | |
| | 09.01 | Draw, read, and report on graphs, charts and tables. |
| | 09.02 | Measure time, temperature, distance, capacity, and mass/weight. |
| | 09.03 | Demonstrate ability to evaluate and draw conclusions. |
| | 09.04 | Organize and communicate the results obtained by observation and experimentation. |
| | 09.05 | Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions. |
| | 09.06 | Calculate ratios. |

| PSAV Course Number: PRN0122<br>Occupational Completion Point: B<br>Healthcare Support Worker – 270 Hours – SOC Code 31-9099 |||
|---|---|---|
| **Family Health Support Worker-**Completion of the following competencies provides the remainder of the knowledge and skills required to be a Family Health Support Worker. |||
| 10.0 | Establish and maintain a relationship with the family – the student will be able to: ||
| | 10.01 | Reflect on and describe feelings and insights about personal family experiences and recognize the personal impact of these experiences. |
| | 10.02 | Differentiate personal values and perceptions from those of client families. |
| | 10.03 | Describe the key concepts of the ecological model of the family as the basis for the family-centered approach to social services. |
| | 10.04 | Describe how families function and interact from a systems theory perspective. |
| | 10.05 | Define the roles of families and the range of roles among family members. |
| | 10.06 | Recognize and distinguish the range of permutations within a family system. |
| | 10.07 | Identify family roles that are helpful or problematic for the child. |
| | 10.08 | Show compassion, kindness, and unconditional regard for all family members. |
| | 10.09 | Interact with family members within appropriate professional boundaries. |
| | 10.10 | Show cultural sensitivity when interacting with family members. |
| | 10.11 | Demonstrate personal integrity when interacting with family members. |
| | 10.12 | Follow agency regulations related to family interactions including appropriate disclosure and confidentiality. |
| | 10.13 | Interact with family members using the following skills: communication skills (verbal, non-verbal, listening, etc.), customer service skills, telephone skills, follow-up & follow through skills. |
| | 10.14 | Perform duties using the following skills:  observation skills, problem-solving skills, decision-making skills. |
| | 10.15 | Demonstrate the following when interacting with family members: stress management skills, family empowerment skills (self-awareness, self-sufficiency, independence), goal-setting skills. |
| | 10.16 | Describe the benefits of empowerment and ways to empower families. |
| | 10.17 | Recognize the positive and negative consequences to giving help to families. |
| | 10.18 | Describe family-centered practice and the underlying assumptions about the approaches used in family-centered practice. |
| | 10.19 | Provide family-centered care and family-directed services. |
| 11.0 | According to the level of the position, assess family needs, strengths, and resources – the student will be able to: ||

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| 11.01 | Describe typical methods used for assessment and screening. |
| 11.02 | Describe common errors in collection and misinterpretation of assessment finding. |
| 11.03 | Describe the Do's and Don'ts for collecting assessment and screening information. |
| 11.04 | Recognize, describe, and communicate observations of families that represent a variety of constellations. |
| 11.05 | Recognize, describe, and communicate potential risks for children who live in families where substance abuse, violence, and other dysfunctions occur. |
| 11.06 | Recognize and describe typical adaptive behaviors observed in family members experiencing maternal and child services related problems. |
| 11.07 | Identify the extent of the incidence of child maltreatment in the state and the nation. |
| 11.08 | Describe the impacts and effects of child abuse and neglect according to Florida law. |
| 11.09 | Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect. |
| 11.10 | Identify the factors, multiple forces, and most common causes for child abuse and neglect. |
| 11.11 | Identify the characteristics of abusers. |
| 11.12 | Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law. |
| 11.13 | Describe state and local guidelines and procedures for reporting child abuse and neglect. |
| 11.14 | Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect. |
| 11.15 | Review the referral and related documents. |
| 11.16 | Review the purpose and steps of a successful home visit. |
| 11.17 | Arrange for language interpreters. |
| 11.18 | Schedule initial visit with family. |
| 11.19 | Engage in personal safety behaviors related to home visiting. |
| 11.20 | Conduct family visit. |
| 11.21 | Explain program benefits, policies, and procedures. |
| 11.22 | Assess family's immediate environment. |
| 11.23 | Assess family living conditions. |
| 11.24 | Assess household for safety hazards. |

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| | 11.25 | Assess family dynamics and strengths. |
| | 11.26 | Assess family's nutritional needs. |
| | 11.27 | Assess need for crisis intervention. |
| | 11.28 | Assess risk for family abuse. |
| | 11.29 | Assess risk for substance abuse. |
| | 11.30 | Identify and report child abuse and neglect in accordance with state regulations. |
| | 11.31 | Use standard measurement tools to assess gross head-to-toe physical growth, nutritional status, developmental milestones, and sensory development. |
| | 11.32 | Determine caregiver's employment status. |
| | 11.33 | Determine family's financial status. |
| | 11.34 | Assess family's housing stability (permanency in home; homelessness). |
| | 11.35 | Determine childcare needs. |
| | 11.36 | Determine family's transportation needs. |
| | 11.37 | Develop home visit schedule. |
| | 11.38 | Provide family-centered care and family-directed services. |
| | 11.39 | Recognize when to take appropriate action in crisis situations. |
| 12.0 | Assist families in goal setting and achievement – the student will be able to: | |
| | 12.01 | Explain purpose of goal setting (e.g., share sample plan). |
| | 12.02 | Explore family values/traditions. |
| | 12.03 | Explore family goals/dreams. |
| | 12.04 | Prioritize family goals. |
| | 12.05 | Assist family in writing support plan with measurable goals. |
| | 12.06 | Review plan with family. |
| | 12.07 | Monitor implementation of family plan (ongoing basis) |
| | 12.08 | Update plan periodically. |

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| | 12.09 | Update plan according to program/agency standards. |
| | 12.10 | Provide family-centered care and family-directed services. |
| **13.0** | **Educate families – the student will be able to:** | |
| | 13.01 | Provide an overview of adult learning principles and strategies. |
| | 13.02 | Assess learner readiness. |
| | 13.03 | Recognize and adapt materials, information, and methods to address individual or family needs. |
| | 13.04 | Use role-playing modeling and demonstration techniques. |
| | 13.05 | Identify the target of the intervention or visit. |
| | 13.06 | Measure effectiveness and progress in the teaching/learning experience. |
| | 13.07 | Provide agency materials in foreign languages. |
| | 13.08 | Distribute and review program and related literature. |
| | 13.09 | Inform families about local resources (e.g., libraries). |
| | 13.10 | Provide families opportunities to attend group training, workshops, and support groups. |
| | 13.11 | Provide educational experiences to families. |
| | 13.12 | Educate families regarding available community agencies. |
| | 13.13 | Educate families in how to advocate for themselves within systems. |
| **14.0** | **Establish family support system – the student will be able to:** | |
| | 14.01 | Assess support provided by family members and friends. |
| | 14.02 | Determine availability of neighborhood support. |
| | 14.03 | Identify faith-based affiliations. |
| | 14.04 | Determine family advocate(s). |
| | 14.05 | Assist family with childcare. |
| | 14.06 | Assist with family transportation needs. |
| | 14.07 | Inform families of recreational opportunities. |

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| | 14.08 | Refer families to support groups (e.g., parenting and substance abuse). |
| | 14.09 | Facilitate participation in needed services. |
| 15.0 | Facilitate access to services – the student will be able to: | |
| | 15.01 | Describe typical or traditional programs and how they operate. |
| | 15.02 | Secure caregiver's authorization for release of information. |
| | 15.03 | Identify agencies currently involved with family (e.g., ask, call, and listen). |
| | 15.04 | If appropriate, investigate databases (child protection, Medicaid, and agencies) for family involvement in agency programs. |
| | 15.05 | Determine role of each agency and representatives. |
| | 15.06 | Participate in interagency staffing(s), when appropriate. |
| | 15.07 | Participate in multi-disciplinary staffing(s), when appropriate. |
| | 15.08 | Determine if agency/provider service is needed by family. |
| | 15.09 | Identify local community resources that provide help for the abused and the abuser. |
| | 15.10 | Identify new community resources. |
| | 15.11 | Track lost clients. |
| | 15.12 | Participate in health fairs to facilitate health awareness and to promote program services. |
| | 15.13 | Ensure families are included in meetings related to decisions regarding family care, where appropriate. |
| 16.0 | Maintain agency documentation and adhere to program/employer policy, procedures, and guidelines – the student will be able to: | |
| | 16.01 | Document receipt of referral application. |
| | 16.02 | Record attempts to contact family. |
| | 16.03 | Document home visits and interactions with family. |
| | 16.04 | Record home visits and family observations. |
| | 16.05 | Record contacts with other agencies (e.g., appointments). |
| | 16.06 | Complete agency specific forms (e.g., health records). |
| | 16.07 | Document referrals and outcomes. |

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| 16.08 | Record family plan activities. | |
| 16.09 | Document family demographic changes. | |
| 16.10 | Prepare travel, time, and billing reports. | |
| 16.11 | Record supervision and consultation time. | |
| 16.12 | Process correspondence (e.g., email, phone, fax). | |
| 16.13 | Implement program and employer policy, procedures, and guidelines. | |
| 16.14 | Document program quality assurance measures. | |
| 16.15 | Follow record keeping procedures with emphasis on accuracy, legal issues, and privacy and confidentiality. | |
| 16.16 | Wear attire in accordance with program/employer policies and guidelines. | |

**PSAV Course Number:  PRN0123**
**Occupational Completion Point:  B**
**Healthcare Support Worker – 270 Hours – SOC Code 31-9099**

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| 17.0 | Facilitate program transition – the student will be able to: | |
| 17.01 | Evaluate status of family. | |
| 17.02 | Discuss transition with family. | |
| 17.03 | Schedule transition meeting. | |
| 17.04 | Participate in transition meeting. | |
| 17.05 | Prepare transition paperwork (e.g., consent for information release). | |
| 17.06 | Recommend change in family services (e.g., level, intensity, types). | |
| 17.07 | Assess needs for future services. | |
| 17.08 | Link families to selected agencies. | |
| 17.09 | Transfer cases to different locations (e.g. counties, states). | |
| 17.10 | Terminate agency services to family. | |
| 18.0 | Participate in education/training – the student will be able to: | |
| 18.01 | Participate in agency conference, workshops, and retreats. | |

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| | 18.02 | Engage in case studies, role play, shadowing, and other practicum experiences on a regular basis. |
| | 18.03 | Serve on community agency boards. |
| | 18.04 | Network with agency representatives. |
| | 18.05 | Review agency curriculum materials. |
| | 18.06 | Review agency policy and procedure. |
| | 18.07 | Participate in job shadowing. |
| | 18.08 | Obtain and maintain certification (e.g., CEUs, contact hours). |
| | 18.09 | Conduct in-service training. |
| | 18.10 | Use library and internet as an information seeking tools |
| | 18.11 | Access and critically review and evaluate literature for family health and safety issues. |
| 19.0 | According to the level of the position, describe, recognize, and communicate observations of the developmental and health needs of the child/children – the student will be able to: | |
| | 19.01 | Describe the stages of pregnancy and fetal development, including the dating of events such as quickening and kick counts. |
| | 19.02 | Describe the first trimester of pregnancy and the critical influences on development. |
| | 19.03 | Describe the genetic, environmental, social, sensory, and health influences on child development. |
| | 19.04 | Demonstrate knowledge of the needs of infants and children in terms of cognitive (mental), emotional, and social development in the neonatal, infant, toddler, and early childhood periods. |
| | 19.05 | Describe and recognize social and emotional issues that may occur in young children such as bonding and attachment disorders, behavioral problems, and self-esteem issues. |
| | 19.06 | Describe a nurturing and protective environment for children. |
| | 19.07 | Describe the effect of prenatal care on the development of children. |
| | 19.08 | Describe appropriate physical care of children. |
| | 19.09 | Describe a safe and healthy environment for children. |
| | 19.10 | Describe common childhood illnesses and accidents. |
| | 19.11 | Describe procedures for the ill or injured child. |
| | 19.12 | Assess the mental needs of the child/children. |

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| | 19.13 | Assess the emotional needs of the child/children. |
| | 19.14 | Assess the social needs of the child/children. |
| | 19.15 | Assess the nutritional needs of the child/children. |
| | 19.16 | Assess the medical/physical needs of the child/children. |
| | 19.17 | Assess mother/caregiver/family-child relationship. |
| 20.0 | According to the level of the position, describe, recognize, and communicate observations of the needs of the mother/caregiver/family – the student will be able to: | |
| | 20.01 | Examine personal attitudes and beliefs regarding sexuality. |
| | 20.02 | Obtain sexual history in comfortable non-judgmental manner. |
| | 20.03 | Demonstrate knowledge of the male and female reproductive systems and associated vocabulary. |
| | 20.04 | Recognize the influence of hormones and personal history on emotions associated with sexuality. |
| | 20.05 | Demonstrate understanding of the range of STI's and how they are spread. |
| | 20.06 | Recognize that both sexual partners require treatment in cases of STI and HIV. |
| | 20.07 | Describe and recognize environmental risk factors (such as well water, cats, lead) that threaten pregnancy outcomes. |
| | 20.08 | Describe and recognize maternal behaviors risk factors (such as use of alcohol, tobacco, drugs, and over-the-counter medications) that threaten pregnancy outcomes. |
| | 20.09 | Describe and recognize medical risk factors (such as stress, hypertension, diabetes, bleeding, and violence) that threaten pregnancy outcomes. |
| | 20.10 | Recognize risk factors that are serious enough (e.g. no menses) to be reported or referred to a care provider |
| | 20.11 | Describe and recognize common complaints and problems associated with pregnancy. |
| | 20.12 | Describe and recognize red flags associated with pregnancy such as pregnancy denial, abortion issues, bleeding. |
| | 20.13 | Describe and recognize nutritional needs before, during, and after pregnancy. |
| | 20.14 | Describe and recognize healthy prenatal practices and care. |
| | 20.15 | Assess educational needs of the mother/caregiver/family. |
| | 20.16 | Assess emotional needs of the mother/caregiver/family. |
| | 20.17 | Assess social needs of the mother/caregiver/family. |

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| | 20.18 | Describe the labor and delivery experience including the signs of labor, types of delivery, and the birth plan. |
| | 20.19 | Describe behaviors and attitudes that promote maternal-child bonding. |
| | 20.20 | Describe and recognize successful and unsuccessful adaptations during the postnatal period for the mother such as postpartum blues, depression, bleeding, fever, pain. |
| | 20.21 | Describe and recognize successful and unsuccessful adaptations during the postnatal period for the infant such as physical appearance, changes in appearance, jaundice, and cord care. |
| | 20.22 | Prepare for the unanticipated such as grief and loss. |
| | 20.23 | Describe and recognize the emotional and other typical responses to grief by the mother/caregiver, family, and friends. |
| | 20.24 | Describe the fetal and infant mortality review process (FMR) and community resources available for the grieving family. |
| | 20.25 | Describe and recognize conceptual health attitudes and need for care. |
| | 20.26 | Describe the advantages of spacing pregnancies. |
| | 20.27 | Describe values and views regarding family planning. |
| | 20.28 | Describe common myths surrounding family planning and describe family planning options. |
| | 20.29 | Describe community services and programs that support family planning. |
| 21.0 | | Based on needs and goals, educate and model behaviors that promote infant and child development ages 0 to 5, in consideration of cultural practices – the student will be able to: |
| | 21.01 | Describe why the first five years of life is so important to the health and well- being of a child. |
| | 21.02 | Describe the events and early experiences that are needed for optimal brain development in the neonatal, infant, toddler, and early childhood periods. |
| | 21.03 | Describe and recognize the timing, ranges, ages, and stages of important developmental events. |
| | 21.04 | Explain the impact of crisis situations on children and ways of coping with divorce, death, separation, sibling rivalry, child abuse and other crises. |
| | 21.05 | Reflect on and discuss feelings and insights about personal experiences and influences associated with parenting. |
| | 21.06 | Model ways to help children express emotions. |
| | 21.07 | Model ways to create an enriched environment for children. |
| | 21.08 | Identify the complexity of resource management in various family structures as it relates to children. |
| | 21.09 | Model ways in which parents and other family members can help children understand decision-making. |
| | 21.10 | Describe cultural and social influences on parenting roles, parenting skills, and child discipline. |

| 21.11 | Describe and recognize the following on parenting roles and skills: age and maturity, social and antisocial behaviors, addictive behaviors. |
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| 21.12 | Facilitate mother/caregiver/family-child interaction activities related to child development. |
| 21.13 | Describe and recognize normal healthy child behaviors that parents may interpret negatively. |
| 21.14 | Use observed behaviors and emergence of normal developmental events to model positive parenting practices and behaviors. |
| 21.15 | Use observed behaviors to model anticipatory guidance and parenting skills. |
| 21.16 | Use normal developmental events as touch points to teach parents supportive parenting skills. |
| 21.17 | Describe and recognize parent contributions and child contributions to parent-child interactions. |
| 21.18 | Recognize the strengths and weaknesses of parent-child interactions in the observed family. |
| 21.19 | Assess parental sensitivity and adaptability to cues of distress. |
| 21.20 | Provide and demonstrate the use of age-appropriate materials to mother/caregiver/family (e.g., toys, books, puzzles, equipment). |
| 21.21 | Promote family literacy and school readiness using approved curriculum. |
| 21.22 | Model positive behavioral supports to address undesirable child behaviors. |
| 21.23 | Assess environmental influences that effect undesirable behavior. |
| 21.24 | Identify positive ways to reinforce desirable behavior. |
| 21.25 | Provide counseling and teaching when appropriate avoiding quick judgments and personal bias. |
| 21.26 | Evaluate discipline techniques that are age appropriate. |
| 21.27 | Demonstrate positive parenting skills to utilize at different stages of development. |
| 21.28 | Demonstrate discipline, punishment, and guidance appropriate to development stages. |
| 21.29 | Describe the process of developing self-discipline in children. |
| 21.30 | Describe the importance of helping children follow established routines. |
| 21.31 | Describe responsible behavior in children at different development stages. |
| 21.32 | Describe and model acceptable methods of guidance to modify behavior in a child. |
| 21.33 | Describe and model positive parental care at different developmental stages. |
| 21.34 | Describe ways time, space, money, energy and other resources impact relationships. |

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| 21.35 | Describe and model ways in which parents can help children relate to a wide variety of people. |
| 21.36 | Describe and model ways in which parents can help children deal with conflicts in relationships. |
| 21.37 | Describe the role of communication in a child's development. |
| 21.38 | Discuss the importance of openness and truthfulness in parent/child communications. |
| 21.39 | Recognize and describe inhibitors to open communication between parent and child. |
| 21.40 | Recognize when to refer client to a care provider. |
| **22.0** | **Based on needs and goals, educate and model behaviors that promote maternal and child health, in consideration of cultural practices – the student will be able to:** |
| 22.01 | Describe and recognize common health problems of infancy and early childhood by organ system, by infections disease, and in terms of vision and hearing. |
| 22.02 | Model behaviors that promote health and disease prevention including daily care, back to sleep, infectious disease risk, immunization schedules, environmental toxins and poisoning, and physical activity. |
| 22.03 | Model behaviors that promote safe and nurturing environments including home safety, food safety, car seat safety, injury prevention, swimming pool safety, handgun safety, shaken baby syndrome, and violence in the home. |
| 22.04 | Model behaviors that promote dental care and oral hygiene. |
| 22.05 | Describe and recognize the cultural, societal, parental, and developmental influences on child eating and nutrition. |
| 22.06 | Describe and recognize the nutritional requirements of infants and children. |
| 22.07 | Identify over and under nutrition issues. |
| 22.08 | Model behaviors for planning and preparation of nutritious snacks and meals for infants to age 5. |
| 22.09 | Identify and describe foods that are potentially dangerous for young children's consumption. |
| 22.10 | Demonstrate techniques to encourage positive food choices and good eating habits for toddlers. |
| 22.11 | Model age appropriate nutrition education activities. |
| 22.12 | Demonstrate knowledge of the needs of mothers in terms of prenatal, perinatal, and postnatal health. |
| 22.13 | Provide counseling and teaching when appropriate. |
| 22.14 | Recognize when to refer client to a care provider. |
| 22.15 | Recognize the need for emergency health care. |
| 22.16 | Recognize the need for health advice. |

| 23.0 | Provide basic health education to families – the student will be able to: |
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| 23.01 | Develop a basic understanding of the structure and function of the body systems. |
| 23.02 | Explain the nutrition pyramid. |
| 23.03 | Demonstrate proper body mechanics. |
| 23.04 | Demonstrate procedures for the safe transport and transfer of children. |
| 23.05 | Describe fire safety and evacuation procedures. |
| 23.06 | Demonstrate basic understanding of first aid and emergency care. |
| 23.07 | Demonstrate knowledge of medical asepsis and practice procedures such as hand washing and isolation. |
| 23.08 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| 23.09 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| 23.10 | Demonstrate infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of individuals following Centers for Disease Control (CDC) guidelines. |
| 23.11 | Demonstrate knowledge of the legal aspects of AIDS, including testing. |
| 23.12 | Use appropriate medical terminology and abbreviations. |
| 23.13 | Explain basic medical terminology to family members as needed. |

**Florida Department of Education**
**Student Performance Standards**

**Program Title:**        **Family Health Support Worker**
**ATD CIP Number:**    **0351150300**
**SOC Code(s):**          **31-9099**

When this program is offered at the college level, the following standards and benchmarks apply:

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| **Human Services Core:  The Human Services Core is a core of basic knowledge necessary for any Human Services career. Students who have previously completed the Human Services Careers Core or any other health occupations program do not have to repeat standards 01-09.** | |
| 01.0 | Demonstrate knowledge of the human services delivery system and human services occupations – the student will be able to: |
| 01.01 | Identify the basic components of the human services delivery system including public, private, government and non-profit. |
| 01.02 | Identify common methods of payment for human services. |
| 01.03 | Describe the various types of human services providers and the range of services available including resources to victims of domestic violence and family violence. |
| 01.04 | Describe the composition and functions of a human services team. |
| 01.05 | Identify the general roles and responsibilities of the individual members of the human services team. |
| 01.06 | Identify the roles and responsibilities of the client within the human services delivery system. |
| 01.07 | Identify characteristics of effective teams. |
| 01.08 | Recognize methods for building positive team relationships. |
| 01.09 | Analyze attributes and attitudes of an effective leader. |
| 01.10 | Recognize factors and situations that may lead to conflict. |
| 01.11 | Demonstrate effective techniques for managing team conflict. |
| 01.12 | Describe factors that influence the current delivery system of human /social services |
| 01.13 | Explain the impact of emerging issues including technology, bioethics and socioeconomics on human services delivery systems. |
| 02.0 | Demonstrate the ability to communicate and use interpersonal skills effectively – the student will be able to: |
| 02.01 | Develop basic communication and active listening skills. |

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| | 02.02 | Develop basic observational skills and related documentation strategies in written and oral form. |
| | 02.03 | Identify characteristics of successful and unsuccessful communication including client resistance. |
| | 02.04 | Respond effectively to verbal and non-verbal cues. |
| | 02.05 | Compose written communication using correct spelling, grammar, formatting and confidentiality. |
| | 02.06 | Use appropriate technical terminology and abbreviations. |
| | 02.07 | Recognize the importance of courtesy and respect for clients and other human services workers and maintain good interpersonal relationships. |
| | 02.08 | Recognize the importance of client educations regarding rendering of services. |
| | 02.09 | Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, sexual orientation, ethnic and religious groups. |
| | 02.10 | Recognize elements of communication using a sender-receiver model. |
| | 02.11 | Distinguish between and report subjective and objective information. |
| | 02.12 | Report relevant information in order of occurrence. |
| 03.0 | Demonstrate legal and ethical responsibilities – the student will be able to: | |
| | 03.01 | Discuss the legal framework of the human services occupations including scope of practice legislation. |
| | 03.02 | Explain practices that could results in malpractice, liability and/or negligence. |
| | 03.03 | Demonstrate procedures for accurate documentation and record keeping. |
| | 03.04 | Interpret agency/facility policy and procedures. |
| | 03.05 | Explain the "Patient's Bill of Rights". |
| | 03.06 | Identify standards of the Health Insurance Portability and Accountability Act (HIPAA). |
| | 03.07 | Describe informed consent. |
| | 03.08 | Explain the laws governing harassment, labor and employment. |
| | 03.09 | Differentiate between legal and ethical issues in human services. |
| | 03.10 | Describe a code of ethics consistent with the human services occupation. |
| | 03.11 | Identify and compare personal, professional, and organizational ethics. |
| | 03.12 | Recognize the limits of authority and responsibility of human service workers. |

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| | 03.13 | Recognize and report illegal and/or unethical practices of human services workers. |
| | 03.14 | Recognize and report abuse including child abuse, elderly abuse, domestic violence and neglect. |
| 04.0 | Demonstrate an understanding of and apply wellness and disease concepts – the student will be able to: | |
| | 04.01 | Identify psychological reactions to illness including defense mechanisms. |
| | 04.02 | Identify complementary and alternative health practices. |
| | 04.03 | Discuss the adverse effects of the use of alcohol, illegal drugs, steroids and other high-risk behaviors on the human body. |
| | 04.04 | Explain the basic concepts of positive self-image, wellness, and stress. |
| | 04.05 | Develop a wellness and stress control plan that can be used in personal and professional life. |
| | 04.06 | Recognize the steps in the grief process. |
| 05.0 | Recognize and practice safety and security procedures – the student will be able to: | |
| | 05.01 | Recognize safe and unsafe working conditions and report safety hazards. |
| | 05.02 | Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations including standard precautions. |
| | 05.03 | Describe fire, safety, disaster and evacuations procedures. |
| | 05.04 | Discuss The Joint Commission (JCAHO) patient safety goals (www.jcaho.org). |
| | 05.05 | Recognize adverse drug related emergencies. |
| | 05.06 | Describe legal parameters relating to the administration of emergency care. |
| 06.0 | Demonstrate an understanding of information technology applications in healthcare – the student will be able to: | |
| | 06.01 | Describe the uses of computers in human services |
| | 06.02 | Define terms and demonstrate basic computer skills. |
| | 06.03 | Recognize technology applications in human services |
| | 06.04 | Interpret information from electronic documents. |
| | 06.05 | Identify methods of communication to access and distribute data such as fax, e-mail and internet. |
| 07.0 | Demonstrate employability skills – the student will be able to: | |
| | 07.01 | Identify personal traits or attitudes desirable in a member of the Human Services team. |

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| | 07.02 | Define basic professional standards of human services workers as they apply to dress, language, informed consent, confidentiality and behavior (i.e. courtesy and self-introductions). |
| | 07.03 | Identify documents that may be required when applying for a job. |
| | 07.04 | Write an appropriate resume. |
| | 07.05 | Conduct a job search. |
| | 07.06 | Complete a job application form correctly. |
| | 07.07 | Demonstrate competence in job interview techniques. |
| | 07.08 | Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential. |
| | 07.09 | Identify acceptable work habits. |
| | 07.10 | Recognize appropriate professional behavior. |
| | 07.11 | Compare careers within the human services career pathways |
| 08.0 | Demonstrate knowledge of blood borne diseases, including HIV/AIDS – the student will be able to: | |
| | 08.01 | Recognize emerging diseases and disorders. |
| | 08.02 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| | 08.03 | Identify community resources and services available to the individuals with diseases caused by blood borne pathogens. |
| | 08.04 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| | 08.05 | Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing. |
| 09.0 | Apply basic math and science skills – the student will be able to: | |
| | 09.01 | Draw, read, and report on graphs, charts and tables. |
| | 09.02 | Measure time, temperature, distance, capacity, and mass/weight. |
| | 09.03 | Demonstrate ability to evaluate and draw conclusions. |
| | 09.04 | Organize and communicate the results obtained by observation and experimentation. |
| | 09.05 | Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions. |
| | 09.06 | Calculate ratios. |

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| **Family Health Support Worker - Completion of the following competencies provides the remainder of the knowledge and skills required to be a Family Health Support Worker, SOC code 31-9099 Healthcare Support Workers, all others** | |
| 10.0 | Establish and maintain a relationship with the family – the student will be able to: |
| 10.01 | Reflect on and describe feelings and insights about personal family experiences and recognize the personal impact of these experiences. |
| 10.02 | Differentiate personal values and perceptions from those of client families. |
| 10.03 | Describe the key concepts of the ecological model of the family as the basis for the family-centered approach to social services. |
| 10.04 | Describe how families function and interact from a systems theory perspective. |
| 10.05 | Define the roles of families and the range of roles among family members. |
| 10.06 | Recognize and distinguish the range of permutations within a family system. |
| 10.07 | Identify family roles that are helpful or problematic for the child. |
| 10.08 | Show compassion, kindness, and unconditional regard for all family members. |
| 10.09 | Interact with family members within appropriate professional boundaries. |
| 10.10 | Show cultural sensitivity when interacting with family members. |
| 10.11 | Demonstrate personal integrity when interacting with family members. |
| 10.12 | Follow agency regulations related to family interactions including appropriate disclosure and confidentiality. |
| 10.13 | Interact with family members using the following skills: communication skills (verbal, non-verbal, listening, etc.), customer service skills, telephone skills, follow-up & follow through skills. |
| 10.14 | Perform duties using the following skills:  observation skills, problem-solving skills, decision-making skills. |
| 10.15 | Demonstrate the following when interacting with family members: stress management skills, family empowerment skills (self-awareness, self-sufficiency, and independence) goal-setting skills. |
| 10.16 | Describe the benefits of empowerment and ways to empower families. |
| 10.17 | Recognize the positive and negative consequences to giving help to families. |
| 10.18 | Describe family-centered practice and the underlying assumptions about the approaches used in family-centered practice. |
| 10.19 | Provide family-centered care and family-directed services. |
| 11.0 | According to the level of the position, assess family needs, strengths, and resources – the student will be able to: |
| 11.01 | Describe typical methods used for assessment and screening. |

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| 11.02 | Describe common errors in collection and misinterpretation of assessment finding. |
| 11.03 | Describe the Do's and Don'ts for collecting assessment and screening information. |
| 11.04 | Recognize, describe, and communicate observations of families that represent a variety of constellations. |
| 11.05 | Recognize, describe, and communicate potential risks for children who live in families where substance abuse, violence, and other dysfunctions occur. |
| 11.06 | Recognize and describe typical adaptive behaviors observed in family members experiencing maternal and child services related problems. |
| 11.07 | Identify the extent of the incidence of child maltreatment in the state and the nation. |
| 11.08 | Describe the impacts and effects of child abuse and neglect according to Florida law. |
| 11.09 | Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect. |
| 11.10 | Identify the factors, multiple forces, and most common causes for child abuse and neglect. |
| 11.11 | Identify the characteristics of abusers. |
| 11.12 | Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law. |
| 11.13 | Describe state and local guidelines and procedures for reporting child abuse and neglect. |
| 11.14 | Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect. |
| 11.15 | Review the referral and related documents. |
| 11.16 | Review the purpose and steps of a successful home visit. |
| 11.17 | Arrange for language interpreters. |
| 11.18 | Schedule initial visit with family. |
| 11.19 | Engage in personal safety behaviors related to home visiting. |
| 11.20 | Conduct family visit. |
| 11.21 | Explain program benefits, policies, and procedures. |
| 11.22 | Assess family's immediate environment. |
| 11.23 | Assess family living conditions. |
| 11.24 | Assess household for safety hazards. |
| 11.25 | Assess family dynamics and strengths. |

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| | 11.26 | Assess family's nutritional needs. |
| | 11.27 | Assess need for crisis intervention. |
| | 11.28 | Assess risk for family abuse. |
| | 11.29 | Assess risk for substance abuse. |
| | 11.30 | Identify and report child abuse and neglect in accordance with state regulations. |
| | 11.31 | Use standard measurement tools to assess gross head-to-toe physical growth, nutritional status, developmental milestones, and sensory development. |
| | 11.32 | Determine caregiver's employment status. |
| | 11.33 | Determine family's financial status. |
| | 11.34 | Assess family's housing stability (permanency in home; homelessness). |
| | 11.35 | Determine childcare needs. |
| | 11.36 | Determine family's transportation needs. |
| | 11.37 | Develop home visit schedule. |
| | 11.38 | Provide family-centered care and family-directed services. |
| | 11.39 | Recognize when to take appropriate action in crisis situations. |
| 12.0 | Assist families in goal setting and achievement – the student will be able to: | |
| | 12.01 | Explain purpose of goal setting (e.g., share sample plan). |
| | 12.02 | Explore family values/traditions. |
| | 12.03 | Explore family goals/dreams. |
| | 12.04 | Prioritize family goals. |
| | 12.05 | Assist family in writing support plan with measurable goals. |
| | 12.06 | Review plan with family. |
| | 12.07 | Monitor implementation of family plan (ongoing basis) |
| | 12.08 | Update plan periodically. |
| | 12.09 | Update plan according to program/agency standards. |

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| 12.10 | Provide family-centered care and family-directed services. |

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| **13.0** | **Educate families – the student will be able to:** |
| 13.01 | Provide an overview of adult learning principles and strategies. |
| 13.02 | Assess learner readiness. |
| 13.03 | Recognize and adapt materials, information, and methods to address individual or family needs. |
| 13.04 | Use role-playing modeling and demonstration techniques. |
| 13.05 | Identify the target of the intervention or visit. |
| 13.06 | Measure effectiveness and progress in the teaching/learning experience. |
| 13.07 | Provide agency materials in foreign languages. |
| 13.08 | Distribute and review program and related literature. |
| 13.09 | Inform families about local resources (e.g., libraries). |
| 13.10 | Provide families opportunities to attend group training, workshops, and support groups. |
| 13.11 | Provide educational experiences to families. |
| 13.12 | Educate families regarding available community agencies. |
| 13.13 | Educate families in how to advocate for themselves within systems. |

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| **14.0** | **Establish family support system – the student will be able to:** |
| 14.01 | Assess support provided by family members and friends. |
| 14.02 | Determine availability of neighborhood support. |
| 14.03 | Identify faith-based affiliations. |
| 14.04 | Determine family advocate(s). |
| 14.05 | Assist family with childcare. |
| 14.06 | Assist with family transportation needs. |
| 14.07 | Inform families of recreational opportunities. |
| 14.08 | Refer families to support groups (e.g., parenting and substance abuse). |

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| | 14.09   Facilitate participation in needed services. |
| **15.0** | **Facilitate access to services – the student will be able to:** |
| | 15.01   Describe typical or traditional programs and how they operate. |
| | 15.02   Secure caregiver's authorization for release of information. |
| | 15.03   Identify agencies currently involved with family (e.g., ask, call, and listen). |
| | 15.04   If appropriate, investigate databases (child protection, Medicaid, and agencies) for family involvement in agency programs. |
| | 15.05   Determine role of each agency and representatives. |
| | 15.06   Participate in interagency staffing(s), when appropriate. |
| | 15.07   Participate in multi-disciplinary staffing(s), when appropriate. |
| | 15.08   Determine if agency/provider service is needed by family. |
| | 15.09   Identify local community resources that provide help for the abused and the abuser. |
| | 15.10   Identify new community resources. |
| | 15.11   Track lost clients. |
| | 15.12   Participate in health fairs to facilitate health awareness and to promote program services. |
| | 15.13   Ensure families are included in meetings related to decisions regarding family care, where appropriate. |
| **16.0** | **Maintain agency documentation and adhere to program/employer policy, procedures, and guidelines – the student will be able to:** |
| | 16.01   Document receipt of referral application. |
| | 16.02   Record attempts to contact family. |
| | 16.03   Document home visits and interactions with family. |
| | 16.04   Record home visits and family observations. |
| | 16.05   Record contacts with other agencies (e.g., appointments). |
| | 16.06   Complete agency specific forms (e.g., health records). |
| | 16.07   Document referrals and outcomes. |
| | 16.08   Record family plan activities. |

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| | 16.09 | Document family demographic changes. |
| | 16.10 | Prepare travel, time, and billing reports. |
| | 16.11 | Record supervision and consultation time. |
| | 16.12 | Process correspondence (e.g., email, phone, fax). |
| | 16.13 | Implement program and employer policy, procedures, and guidelines. |
| | 16.14 | Document program quality assurance measures. |
| | 16.15 | Follow record keeping procedures with emphasis on accuracy, legal issues, and privacy and confidentiality. |
| | 16.16 | Wear attire in accordance with program/employer policies and guidelines. |
| 17.0 | Facilitate program transition – the student will be able to: | |
| | 17.01 | Evaluate status of family. |
| | 17.02 | Discuss transition with family. |
| | 17.03 | Schedule transition meeting. |
| | 17.04 | Participate in transition meeting. |
| | 17.05 | Prepare transition paperwork (e.g., consent for information release). |
| | 17.06 | Recommend change in family services (e.g., level, intensity, types). |
| | 17.07 | Assess needs for future services. |
| | 17.08 | Link families to selected agencies. |
| | 17.09 | Transfer cases to different locations (e.g. counties, states). |
| | 17.10 | Terminate agency services to family. |
| 18.0 | Participate in education/training – the student will be able to: | |
| | 18.01 | Participate in agency conference, workshops, and retreats. |
| | 18.02 | Engage in case studies, role play, shadowing, and other practicum experiences on a regular basis. |
| | 18.03 | Serve on community agency boards. |
| | 18.04 | Network with agency representatives. |

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| | 18.05 | Review agency curriculum materials. |
| | 18.06 | Review agency policy and procedure. |
| | 18.07 | Participate in job shadowing. |
| | 18.08 | Obtain and maintain certification (e.g., CEUs, contact hours). |
| | 18.09 | Conduct in-service training. |
| 19.0 | According to the level of the position, describe, recognize, and communicate observations of the developmental and health needs of the child/children – the student will be able to: | |
| | 19.01 | Describe the stages of pregnancy and fetal development, including the dating of events such as quickening and kick counts. |
| | 19.02 | Describe the first trimester of pregnancy and the critical influences on development. |
| | 19.03 | Describe the genetic, environmental, social, sensory, and health influences on child development. |
| | 19.04 | Demonstrate knowledge of the needs of infants and children in terms of cognitive (mental), emotional, and social development in the neonatal, infant, toddler, and early childhood periods. |
| | 19.05 | Describe and recognize social and emotional issues that may occur in young children such as bonding and attachment disorders, behavioral problems, and self-esteem issues. |
| | 19.06 | Describe a nurturing and protective environment for children. |
| | 19.07 | Describe the effect of prenatal care on the development of children. |
| | 19.08 | Describe appropriate physical care of children. |
| | 19.09 | Describe a safe and healthy environment for children. |
| | 19.10 | Describe common childhood illnesses and accidents. |
| | 19.11 | Describe procedures for the ill or injured child. |
| | 19.12 | Assess the mental needs of the child/children. |
| | 19.13 | Assess the emotional needs of the child/children. |
| | 19.14 | Assess the social needs of the child/children. |
| | 19.15 | Assess the nutritional needs of the child/children. |
| | 19.16 | Assess the medical/physical needs of the child/children. |
| | 19.17 | Assess mother/caregiver/family-child relationship. |

| 20.0 | According to the level of the position, describe, recognize, and communicate observations of the needs of the mother/caregiver/family – the student will be able to: |
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| | 20.01 Examine personal attitudes and beliefs regarding sexuality. |
| | 20.02 Obtain sexual history in comfortable non-judgmental manner. |
| | 20.03 Demonstrate knowledge of the male and female reproductive systems and associated vocabulary. |
| | 20.04 Recognize the influence of hormones and personal history on emotions associated with sexuality. |
| | 20.05 Demonstrate understanding of the range of STI's and how they are spread. |
| | 20.06 Recognize that both sexual partners require treatment in cases of STI and HIV. |
| | 20.07 Describe and recognize environmental risk factors (such as well water, cats, lead) that threaten pregnancy outcomes. |
| | 20.08 Describe and recognize maternal behaviors risk factors (such as use of alcohol, tobacco, drugs, over-the-counter medications) that threaten pregnancy outcomes. |
| | 20.09 Describe and recognize medical risk factors (such as stress, hypertension, diabetes, bleeding, violence) that threaten pregnancy outcomes. |
| | 20.10 Recognize risk factors that are serious enough (e.g. no menses) to be reported or referred to a care provider |
| | 20.11 Describe and recognize common complaints and problems associated with pregnancy. |
| | 20.12 Describe and recognize red flags associated with pregnancy such as pregnancy denial, abortion issues, bleeding. |
| | 20.13 Describe and recognize nutritional needs before, during, and after pregnancy. |
| | 20.14 Describe and recognize healthy prenatal practices and care. |
| | 20.15 Assess educational needs of the mother/caregiver/family. |
| | 20.16 Assess emotional needs of the mother/caregiver/family. |
| | 20.17 Assess social needs of the mother/caregiver/family. |
| | 20.18 Describe the labor and delivery experience including the signs of labor, types of delivery, and the birth plan. |
| | 20.19 Describe behaviors and attitudes that promote maternal-child bonding. |
| | 20.20 Describe and recognize successful and unsuccessful adaptations during the postnatal period for the mother such as postpartum blues, depression, bleeding, fever, pain. |
| | 20.21 Describe and recognize successful and unsuccessful adaptations during the postnatal period for the infant such as physical appearance, changes in appearance, jaundice, and cord care. |
| | 20.22 Prepare for the unanticipated such as grief and loss. |

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| | 20.23 | Describe and recognize the emotional and other typical responses to grief by the mother/caregiver, family, and friends. |
| | 20.24 | Describe the fetal and infant mortality review process (FMR) and community resources available for the grieving family. |
| | 20.25 | Describe and recognize conceptual health attitudes and need for care. |
| | 20.26 | Describe the advantages of spacing pregnancies. |
| | 20.27 | Describe values and views regarding family planning. |
| | 20.28 | Describe common myths surrounding family planning and describe family planning options. |
| | 20.29 | Describe community services and programs that support family planning. |
| 21.0 | Based on needs and goals, educate and model behaviors that promote infant and child development ages 0 to 5, in consideration of cultural practices – the student will be able to: | |
| | 21.01 | Describe why the first five years of life is so important to the health and well being of a child. |
| | 21.02 | Describe the events and early experiences that are needed for optimal brain development in the neonatal, infant, toddler, and early childhood periods. |
| | 21.03 | Describe and recognize the timing, ranges, ages, and stages of important developmental events. |
| | 21.04 | Explain the impact of crisis situations on children and ways of coping with divorce, death, separation, sibling rivalry, child abuse and other crises. |
| | 21.05 | Reflect on and discuss feelings and insights about personal experiences and influences associated with parenting. |
| | 21.06 | Model ways to help children express emotions. |
| | 21.07 | Model ways to create an enriched environment for children. |
| | 21.08 | Identify the complexity of resource management in various family structures as it relates to children. |
| | 21.09 | Model ways in which parents and other family members can help children understand decision-making. |
| | 21.10 | Describe cultural and social influences on parenting roles, parenting skills, and child discipline. |
| | 21.11 | Describe and recognize the following on parenting roles and skills:  age and maturity, social and antisocial behaviors, addictive behaviors. |
| | 21.12 | Facilitate mother/caregiver/family-child interaction activities related to child development. |
| | 21.13 | Describe and recognize normal healthy child behaviors that parents may interpret negatively. |
| | 21.14 | Use observed behaviors and emergence of normal developmental events to model positive parenting practices and behaviors. |
| | 21.15 | Use observed behaviors to model anticipatory guidance and parenting skills. |

| 21.16 | Use normal developmental events as touch points to teach parents supportive parenting skills. |
| 21.17 | Describe and recognize parent contributions and child contributions to parent-child interactions. |
| 21.18 | Recognize the strengths and weaknesses of parent-child interactions in the observed family. |
| 21.19 | Assess parental sensitivity and adaptability to cues of distress. |
| 21.20 | Provide and demonstrate the use of age-appropriate materials to mother/caregiver/family (e.g., toys, books, puzzles, equipment). |
| 21.21 | Promote family literacy and school readiness using approved curriculum. |
| 21.22 | Model positive behavioral supports to address undesirable child behaviors. |
| 21.23 | Assess environmental influences that effect undesirable behavior. |
| 21.24 | Identify positive ways to reinforce desirable behavior. |
| 21.25 | Provide counseling and teaching when appropriate avoiding quick judgments and personal bias. |
| 21.26 | Evaluate discipline techniques that are age appropriate. |
| 21.27 | Demonstrate positive parenting skills to utilize at different stages of development. |
| 21.28 | Demonstrate discipline, punishment, and guidance appropriate to development stages. |
| 21.29 | Describe the process of developing self-discipline in children. |
| 21.30 | Describe the importance of helping children follow established routines. |
| 21.31 | Describe responsible behavior in children at different development stages. |
| 21.32 | Describe and model acceptable methods of guidance to modify behavior in a child. |
| 21.33 | Describe and model positive parental care at different developmental stages. |
| 21.34 | Describe ways time, space, money, energy and other resources impact relationships. |
| 21.35 | Describe and model ways in which parents can help children relate to a wide variety of people. |
| 21.36 | Describe and model ways in which parents can help children deal with conflicts in relationships. |
| 21.37 | Describe the role of communication in a child's development. |
| 21.38 | Discuss the importance of openness and truthfulness in parent/child communications. |
| 21.39 | Recognize and describe inhibitors to open communication between parent and child. |

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| | 21.40 | Recognize when to refer client to a care provider. |
| 22.0 | Based on needs and goals, educate and model behaviors that promote maternal and child health, in consideration of cultural practices – the student will be able to: | |
| | 22.01 | Describe and recognize common health problems of infancy and early childhood by organ system, by infections disease, and in terms of vision and hearing. |
| | 22.02 | Model behaviors that promote health and disease prevention including daily care, back to sleep, infectious disease risk, immunization schedules, environmental toxins and poisoning, and physical activity. |
| | 22.03 | Model behaviors that promote safe and nurturing environments including home safety, food safety, car seat safety, injury prevention, swimming pool safety, handgun safety, shaken baby syndrome, and violence in the home. |
| | 22.04 | Model behaviors that promote dental care and oral hygiene. |
| | 22.05 | Describe and recognize the cultural, societal, parental, and developmental influences on child eating and nutrition. |
| | 22.06 | Describe and recognize the nutritional requirements of infants and children. |
| | 22.07 | Identify over and under nutrition issues. |
| | 22.08 | Model behaviors for planning and preparation of nutritious snacks and meals for infants to age 5. |
| | 22.09 | Identify and describe foods that are potentially dangerous for young children's consumption. |
| | 22.10 | Demonstrate techniques to encourage positive food choices and good eating habits for toddlers. |
| | 22.11 | Model age appropriate nutrition education activities. |
| | 22.12 | Demonstrate knowledge of the needs of mothers in terms of prenatal, perinatal, and postnatal health. |
| | 22.13 | Provide counseling and teaching when appropriate. |
| | 22.14 | Recognize when to refer client to a care provider. |
| | 22.15 | Recognize the need for emergency health care. |
| | 22.16 | Recognize the need for health advice. |
| 23.0 | Provide basic health education to families – the student will be able to: | |
| | 23.01 | Develop a basic understanding of the structure and function of the body systems. |
| | 23.02 | Explain the nutrition pyramid. |
| | 23.03 | Demonstrate proper body mechanics. |
| | 23.04 | Demonstrate procedures for the safe transport and transfer of children. |

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| 23.05 | Describe fire safety and evacuation procedures. |
| 23.06 | Demonstrate basic understanding of first aid and emergency care. |
| 23.07 | Demonstrate knowledge of medical asepsis and practice procedures such as hand washing and isolation. |
| 23.08 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| 23.09 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| 23.10 | Demonstrate infection control techniques designed to prevent the spread of diseases caused by blood borne pathogens to the care of individuals following Centers for Disease Control (CDC) guidelines. |
| 23.11 | Demonstrate knowledge of the legal aspects of AIDS, including testing. |
| 23.12 | Use appropriate medical terminology and abbreviations. |
| 23.13 | Explain basic medical terminology to family members as needed. |

# Additional Information

## Laboratory Activities

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

## Special Notes

Either a community college or school district may offer the ATD program. A community college may offer the ATD as either college credit or vocational credit. A vocational technical center may offer the ATD as vocational credit only. Vocational credit will be converted to college credit upon transfer to the AS degree at the community college.

This program is part of the Human Services AS degree and guarantees transfer of 21 credit hours toward the related AS degree. Minimum entrance requirements for this program include a high school diploma or GED. Students must meet the minimum basic skills to complete this program.

**Faculty teaching this program must have a minimum of a bachelor's degree in the specialty area or an associate degree and demonstrated competencies in the specialty area or meet the "exceptional cases"** criteria as established by the Southern Association of Colleges and Schools.

No fees will be charged for the transfer of credit from a vocational technical center to a community college. The established statewide fee structure will be adhered to by both delivery systems.

This program meets the Department of Health HIV/AIDS and domestic violence education requirements. Upon completion of this program the instructor will provide a certificate to the student verifying that the HIV/AIDS and domestic violence requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

## Career and Technical Student Organization (CTSO)

HOSA 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.

**Basic Skills**

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/core/fileparse.php/5423/urlt/2014-15-basicskills-with-License-exempt.rtf.

**Accommodations**

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Program Length**

In accordance with Rule 6A-10.024, F.A.C. an ATD program consists of a course of study that is part of an AS or AAS degree program, is less than 60 credit hours, is approximately 50% of the technical component (non-general education), and leads to employment in a specific occupation.  An ATD program may consist of either technical credit or college credit.

Students must have a high school diploma, a GED, or a certificate of completion to be admitted to an ATD program.  Within six weeks of entry, students in ATD programs of 450 or more hours must be tested pursuant to Rule 6A-10.040, F.A.C. and if below minimum standards for completion from the program, must receive remedial instruction.  The minimum standards must be at least the equivalent of a score of ten (10) on all sections of basic skills test approved in Rule 6A-10.040, F.A.C.  Students must successfully complete all remedial instruction before completing the ATD.

Community Colleges may offer either college or career credit toward the ATD.  A Career Center in a public school district may offer an ATD program only as technical credit, with college credit awarded to a student upon articulation to a community college (Section 1004.02, F.S.)

When offered at a community college the standard length of this program is 21 credits.  When offered at a technical center the standard length of this program is 630 clock hours.

In accordance with Rule 6A-10.024, F.A.C. all faculty providing instruction must have at least a baccalaureate degree or an associate degree with demonstrated competencies in the specific instructional program as defined by the Southern Association of Colleges and Schools.

**<u>Additional Resources</u>**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**     **Human Services Assistant**
**Career Cluster:**    **Human Services**

| CCC | |
|---|---|
| CIP Number | 0351150403 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 27 credit hours |
| CTSO | HOSA |
| SOC Codes (all applicable) | 31-9099 Health Care Support Workers, All Other; 21-1093 Social and Human Service Assistants |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

## Purpose

This certificate program is part of the Human Services AS degree program (1351150400).

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 Human Services 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 Human Services career cluster.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services as Human Service Assistants, Social Service Aides or Case Management Aides (SOC 21-1093),or other positions that are a part of the social services delivery.  It will provide credit course work and field experience for those employed in human service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human behavior specific to the good practices and techniques in human service.  Course work will enable student's to employ effective communications and interpersonal skills, understand the legal and ethical responsibilities of human services and demonstrate computer literacy.

Through a twenty seven (27) credit hour program, students will demonstrate knowledge of the human services system, specifically how it affects practice and policy as well as the roles of human service workers in various settings.  Students must be able to demonstrate knowledge of human development from birth to senescence, understand adaptive and maladaptive patterns of behavior and have an understanding of various treatment modalities and therapeutic interventions.

Students must develop effective interpersonal communication with clients, co-workers and supervisors.  They must be able to demonstrate assessment, evaluation, problem solving and referral and crisis intervention skills as well as a working knowledge of legal and ethical issues related to human services.

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

**<u>Standards</u>**

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

**Human Services Core:  The Human Services Core is a core of basic knowledge necessary for any Human Services career.  Students who have previously completed the Human Services Careers Core or any other health occupations program do not have to repeat standards 01-09.**

01.0    Demonstrate knowledge of the human services delivery system and human services occupations.
02.0    Demonstrate the ability to communicate and use interpersonal skills effectively.
03.0    Demonstrate legal and ethical responsibilities.
04.0    Demonstrate an understanding of and apply wellness and disease concepts.
05.0    Recognize and practice safety and security procedures.
06.0    Demonstrate an understanding of information technology applications in human services.
07.0    Demonstrate employability skills.
08.0    Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
09.0    Apply basic math and science skills.
10.0    Demonstrate knowledge of the mental health/human services system and how it affects practice and policy.
11.0    Demonstrate knowledge of mental health/human services work and the roles the mental health/human service worker in various settings.
12.0    Demonstrate knowledge of human development from birth to senescence.
13.0    Demonstrate an understanding of an effective application of various treatment modalities and therapeutic interventions.
14.0    Demonstrate skills in interpersonal communication with clients, co-workers and supervisor as related to Human Services.
15.0    Demonstrate assessment, evaluation, problem solving and referral and crisis intervention skills.
16.0    Demonstrate knowledge of legal and ethical issues in practice as Human Services Assistant.
17.0    Demonstrate an understanding of the methods of identifying substance abuse.
18.0    Demonstrate knowledge of the theories of addiction and the causes of abuse.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:**     **Human Services Assistant**
**CIP Number:**       **0351150403**
**Program Length:**   **27 credit hours**
**SOC Code(s):**      **31-9099; 21-1093**

| This certificate program is part of the Human Services AS degree program (1351150400).  At the completion of this program, the student will be able to: |
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| **Human Services: The Core is a core of basic knowledge necessary for any Human Services career. Students who have previously completed the Human Services Careers Core or any other Human Services occupations program do not have to repeat standards 01-9.** |
| 01.0    Demonstrate knowledge of the human services delivery system and human services occupations – the student will be able to: |
| 01.01   Identify the basic components of the human services delivery system including public, private, government and non-profit. |
| 01.02   Identify common methods of payment for human services. |
| 01.03   Describe the various types of human services providers and the range of services available including resources to victims of domestic violence and family violence. |
| 01.04   Describe the composition and functions of a human services team. |
| 01.05   Identify the general roles and responsibilities of the individual members of the human services team. |
| 01.06   Identify the roles and responsibilities of the client within the human services delivery system. |
| 01.07   Identify characteristics of effective teams. |
| 01.08   Recognize methods for building positive team relationships. |
| 01.09   Analyze attributes and attitudes of an effective leader. |
| 01.10   Recognize factors and situations that may lead to conflict. |
| 01.11   Demonstrate effective techniques for managing team conflict. |
| 01.12   Describe factors that influence the current delivery system of human/social services |
| 01.13   Explain the impact of emerging issues including technology, bioethics and socioeconomics on human services delivery systems. |
| 02.0    Demonstrate the ability to communicate and use interpersonal skills effectively – the student will be able to: |

| | 02.01 | Develop basic communication and active listening skills. |
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| | 02.02 | Develop basic observational skills and related documentation strategies in written and oral form. |
| | 02.03 | Identify characteristics of successful and unsuccessful communication including client resistance. |
| | 02.04 | Respond effectively to verbal and non-verbal cues. |
| | 02.05 | Compose written communication using correct spelling, grammar, formatting and confidentiality. |
| | 02.06 | Use appropriate technical terminology and abbreviations. |
| | 02.07 | Recognize the importance of courtesy and respect for clients and other human services workers and maintain good interpersonal relationships. |
| | 02.08 | Recognize the importance of client educations regarding rendering of services. |
| | 02.09 | Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, sexual orientation, ethnic and religious groups. |
| | 02.10 | Recognize elements of communication using a sender-receiver model. |
| | 02.11 | Distinguish between and report subjective and objective information. |
| | 02.12 | Report relevant information in order of occurrence. |
| 03.0 | | Demonstrate legal and ethical responsibilities – the student will be able to: |
| | 03.01 | Discuss the legal framework of the human services occupations including scope of practice legislation. |
| | 03.02 | Explain practices that could results in malpractice, liability and/or negligence. |
| | 03.03 | Demonstrate procedures for accurate documentation and record keeping. |
| | 03.04 | Interpret agency/facility policy and procedures. |
| | 03.05 | Explain the "Patient's Bill of Rights". |
| | 03.06 | Identify standards of the Health insurance Portability and Accountability Act (HIPAA). |
| | 03.07 | Describe informed consent. |
| | 03.08 | Explain the laws governing harassment, labor and employment. |
| | 03.09 | Differentiate between legal and ethical issues in human services. |
| | 03.10 | Describe a code of ethics consistent with the human services occupation. |

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| | 03.11 | Identify and compare personal, professional, and organizational ethics. |
| | 03.12 | Recognize the limits of authority and responsibility of human service workers. |
| | 03.13 | Recognize and report illegal and/or unethical practices of human services workers. |
| | 03.14 | Recognize and report abuse including child abuse, elderly abuse, domestic violence and neglect. |
| 04.0 | Demonstrate an understanding of and apply wellness and disease concepts – the student will be able to: | |
| | 04.01 | Identify psychological reactions to illness including defense mechanisms. |
| | 04.02 | Identify complementary and alternative health practices. |
| | 04.03 | Discuss the adverse effects of the use of alcohol, illegal drugs, steroids and other high-risk behaviors on the human body. |
| | 04.04 | Explain the basic concepts of positive self-image, wellness and stress. |
| | 04.05 | Develop a wellness and stress control plan that can be used in personal and professional life. |
| | 04.06 | Recognize the steps in the grief process. |
| 05.0 | Recognize and practice safety and security procedures – the student will be able to: | |
| | 05.01 | Recognize safe and unsafe working conditions and report safety hazards. |
| | 05.02 | Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions). |
| | 05.03 | Describe fire, safety, disaster and evacuations procedures. |
| | 05.04 | Discuss The Joint Commission (JCAHO) patient safety goals (www.jcaho.org). |
| | 05.05 | Recognize adverse drug related emergencies. |
| | 05.06 | Describe legal parameters relating to the administration of emergency care. |
| 06.0 | Demonstrate an understanding of information technology applications in healthcare – the student will be able to: | |
| | 06.01 | Describe the uses of computers in human services |
| | 06.02 | Define terms and demonstrate basic computer skills. |
| | 06.03 | Recognize technology applications in human services |
| | 06.04 | Interpret information from electronic documents. |

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| | 06.05 | Identify methods of communication to access and distribute data such as fax, e-mail and internet. |
| 07.0 | Demonstrate employability skills – the student will be able to: | |
| | 07.01 | Identify personal traits or attitudes desirable in a member of the Human Services team. |
| | 07.02 | Define basic professional standards of human services workers as they apply to dress, language, informed consent, confidentiality and behavior (i.e. courtesy and self-introductions). |
| | 07.03 | Identify documents that may be required when applying for a job. |
| | 07.04 | Write an appropriate resume. |
| | 07.05 | Conduct a job search. |
| | 07.06 | Complete a job application form correctly. |
| | 07.07 | Demonstrate competence in job interview techniques. |
| | 07.08 | Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential. |
| | 07.09 | Identify acceptable work habits. |
| | 07.10 | Recognize appropriate professional behavior. |
| | 07.11 | Compare careers within the human services career pathways |
| 08.0 | Demonstrate knowledge of blood borne diseases, including HIV/AIDS – the student will be able to: | |
| | 08.01 | Recognize emerging diseases and disorders |
| | 08.02 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| | 08.03 | Identify community resources and services available to the individuals with diseases caused by blood borne pathogens. |
| | 08.04 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| | 08.05 | Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing. |
| 09.0 | Apply basic math and science skills – the student will be able to: | |
| | 09.01 | Draw, read, and report on graphs, charts and tables. |
| | 09.02 | Measure time, temperature, distance, capacity, and mass/weight. |
| | 09.03 | Demonstrate ability to evaluate and draw conclusions. |

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| | 09.04 | Organize and communicate the results obtained by observation and experimentation. |
| | 09.05 | Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions. |
| | 09.06 | Calculate ratios. |
| **Human Services Assistant (10-18) SOC Code 21-1093** | | |
| 10.0 | Demonstrate knowledge of the mental health/human services system and how it affects practice and policy – the student will able to: | |
| | 10.01 | Demonstrate an understanding of mental health/human service trends, issues, laws and regulations and be able to apply them to current practices. |
| | 10.02 | Describe the current mental health/human services system and tell the ways it can be accessed. |
| | 10.03 | Describe the relationship of the current mental health/human services system with the present legal system. |
| | 10.04 | Describe local community human services resources and referral processes. |
| 11.0 | Demonstrate knowledge of mental health/human services work and the roles the mental health/human service workers in various setting – the student will be able to: | |
| | 11.01 | Describe the role and function of the mental health/human services worker in inpatient, outpatient and other programs within the human service delivery system. |
| | 11.02 | Describe the role and functions of a mental health/human service worker with current and emergency populations. |
| 12.0 | Demonstrate knowledge of human development from birth to senescence – the student will be able to: | |
| | 12.01 | Describe each developmental stage of human development and the associated developmental tasks. |
| | 12.02 | Identify the application of developmental stages and tasks to the role and functions of the human service worker in various delivery systems. |
| 13.0 | Demonstrate an understanding of an effective application of various treatment modalities and therapeutic interventions – the student will be able to: | |
| | 13.01 | Identify the basic assumptions of intervention techniques associated with current major therapeutic approaches. |
| | 13.02 | Apply intervention techniques relative to the client and the setting. |
| | 13.03 | Apply group intervention techniques relative to group purpose and client population. |
| | 13.04 | Plan and implement structured group experiences. |
| | 13.05 | Recognize and assess the degree of severity in a crisis situation and demonstrate crisis intervention skills. |
| | 13.06 | Demonstrate skills in the development and implementation of case management plans. |

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| | 13.07 | Demonstrate knowledge of psychotropic medications, actions and reactions. |
| | 13.08 | Demonstrate knowledge of adaptive and maladaptive patterns of behavior. |
| 14.0 | Demonstrate skills in interpersonal communication with client, co-workers and supervisors as related to human services – the student will be able to: | |
| | 14.01 | Use a one to one relationship with the client based on an understanding of psychodynamics. |
| | 14.02 | Demonstrate sensitivity to clients' verbal and nonverbal communication. |
| | 14.03 | Interact with clients in a way which communicates respect for the worth and uniqueness of each client and the clients' right to self-determination. |
| | 14.04 | Obtain meaningful information leading to an appropriate intervention. |
| | 14.05 | Establish effective working relationships with staff, supervisors and community resource personnel. |
| 15.0 | Demonstrate assessment, evaluation, problem-solving and referral and crisis intervention skills – the student will be able to: | |
| | 15.01 | Describe with accuracy client needs and identify current problems and precipitating events and behavioral consequences. |
| | 15.02 | Describe with accuracy significant events in the client's personal and social history. |
| | 15.03 | Demonstrate ability to make accurate observations and related assessments. |
| | 15.04 | Demonstrate ability to develop, implement and monitor appropriate treatment goals and plans in on-going or crisis situation. |
| | 15.05 | Demonstrate ability to develop an appropriate discharge plan. |
| | 15.06 | Recognized the measurement and assessment techniques used to evaluate intelligence, adaptive behavior, learning problems and affective characteristics. |
| | 15.07 | Demonstrate recognition of when, where, and how to refer clients to other professionals and/or community resources. |
| 16.0 | Demonstrate knowledge of legal and ethical issues in human services practices as a human services assistant – the student will be able to: | |
| | 16.01 | Demonstrate knowledge of issues relating to client confidentiality, self-determination and client's rights and recourses in the mental health/human services delivery system. |
| | 16.02 | Demonstrate the ability to function effectively as a part of the mental health/human services team. |
| | 16.03 | Demonstrate knowledge of current legislation effecting client care. |
| | 16.04 | Demonstrate an understanding of the uses of professional code of ethics relevant to mental health/human service work. |
| | 16.05 | Recognizes the limits of one's competence and perform only those functions for which one is prepared. |
| | 16.06 | Recognizes the necessity of continued professional development and upgrading of skills. |

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| **17.0** | **Demonstrate an understanding of the methods of identifying substance abuse – the student will be able to:** |
| 17.01 | Identify and describe commonly abused substances. |
| 17.02 | List possible substances which current research shows have behavior modifying effects. |
| 17.03 | Describe cross-addiction. |
| 17.04 | Describe drug interactions and drug half-life. |
| 17.05 | Summarize the drug taxonomy. |
| 17.06 | Describe patterns of progression in substance abuse. |
| 17.07 | Distinguish the effects of substance abuse upon special populations including women, adolescents, minorities, the elderly and the military. |
| 17.08 | Assess the ways in which denial is revealed. |
| 17.09 | Evaluate the effects on family relationships caused by one or more family members involved in substance abuse. |
| 17.10 | Explain the causal conditions and process of addiction. |
| 17.11 | Discuss the disease concept of alcoholism. |
| 17.12 | Discuss the phases of recovery and relapse. |
| 17.13 | Discuss socio-cultural aspects of abuse. |
| **18.0** | **Demonstrate knowledge of the theories of addiction and cause of abuse – the student will be able to:** |
| 18.01 | Distinguish legal requirements from moral requirements. |
| 18.02 | Identify the categories of moral responsibility which arise out of legal requirements along with their specific sanctions. |
| 18.03 | Identify and evaluate conditions in which harm might be brought to a client even when there are no legal sanctions restricting counselor/client relations. |
| 18.04 | Apply ethical reasoning to a broad range of case histories of specific counselor/client relations. |

# Additional Information

## Laboratory Activities

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

## Special Notes

This program meets the Department of Health HIV/AIDS and domestic violence education requirements.  Upon completion of this program the instructor will provide a certificate to the student verifying that the HIV/AIDS and domestic violence requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

## Accommodations

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

## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**   **Youth Development**
**Career Cluster:**   **Human Services**

| CCC | |
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| CIP Number | 0351150404 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 30 credit hours |
| CTSO | HOSA |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This certificate program is part of the Human Services AS degree program (1351150400).

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 Human Services 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 Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically youth work environments.  Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of youth work; understand and implement a youth development approach in various environments; develop a capacity to design and implement programs consistent with the needs of youth in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Youth Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants).  It will provide credit course work and field experience for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a youth development approach.  Course work will prepare students to function as youth workers in community-based, residential, group home and other youth work environments.

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

**Standards**

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

01.0    Demonstrate knowledge of the human services delivery system and human services occupations.
02.0    Demonstrate the ability to communicate and use interpersonal skills effectively.
03.0    Demonstrate an understanding of information technology applications in healthcare.
04.0    Demonstrate knowledge of professional/ethical foundations.
05.0    Demonstrate proficiency in ability to establish and participate in community outreach.
06.0    Demonstrate engagement in on-going professional development.
07.0    Demonstration knowledge of a youth development approach in community-based, Residential, group home and other youth work environments.
08.0    Demonstrate an understanding of the principles and stages of normal human growth and development and the challenges of each stage.
09.0    Demonstration and practical application of behavior management theories in a youth work environment.
10.0    Demonstrate knowledge and understanding of family and community characteristics and the influence of social problems on today's children/youth.
11.0    Demonstration knowledge and application of youth development principles and "best practices" in the implementation of a developmentally appropriate after school program.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Youth Development**
**CIP Number:** **0351150404**
**Program Length:** **30 credit hours**
**SOC Code(s):** **21-1093**

| This certificate program is part of the Human Services AS degree program (1351150400). At the completion of this program, the student will be able to: |
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| 01.0 Demonstrate knowledge of the health care delivery system and health occupations--The student will be able to: |
| 01.01 Identify the basic components of the health care delivery system including public, private, government and non-profit. |
| 01.02 Describe the various types of healthcare providers and the range of services available including resources to victims of domestic violence. |
| 01.03 Describe the composition and functions of a healthcare team. |
| 01.04 Identify the general roles and responsibilities of the individual members of the healthcare team. |
| 01.05 Identify characteristics of effective teams. |
| 01.06 Recognize methods for building positive team relationships. |
| 01.07 Analyze attributes and attitudes of an effective leader. |
| 01.08 Recognize factors and situations that may lead to conflict. |
| 01.09 Demonstrate effective techniques for managing team conflict. |
| 01.10 Describe factors that influence the current delivery system of healthcare. |
| 01.11 Explain the impact of emerging issues including technology, epidemiology, bioethics and socioeconomics on healthcare delivery systems. |
| 02.0 Demonstrate the ability to communicate and use interpersonal skills effectively--The student will be able to: |
| 02.01 Develop basic speaking and active listening skills. |
| 02.02 Compose written communication using correct spelling, grammar, formatting and confidentiality. |
| 02.03 Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups. |

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| | 02.04 | Recognize elements of communication using a sender-receiver model. |
| | 02.05 | Distinguish between and report subjective and objective information. |
| 03.0 | Demonstrate an understanding of information technology applications in healthcare--The student will be able to: | |
| | 03.01 | Describe the uses of computers in healthcare. . |
| | 03.02 | Define terms and demonstrate basic computer skills. |
| | 03.03 | Recognize technology applications in healthcare. |
| 04.0 | Demonstrate knowledge of professional/ethical foundations--The student will be able to: | |
| | 04.01 | Relate interdisciplinary human service trends, issues, laws and regulations to current practice. |
| | 04.02 | Describe the interdisciplinary Human Services system and tell how it may be accessed. |
| | 04.03 | Describe the relationship of the Interdisciplinary Human Services systems with the legal system. |
| | 04.04 | Describe the development of Human Services professionals throughout history as well as their current role. |
| | 04.05 | Define the role and function of the Interdisciplinary Human Services practitioner in inpatient, outpatient and other programs in the service delivery system. |
| | 04.06 | Describe the role and function of the potential Interdisciplinary Human Services practitioner with current and emergency target populations. |
| | 04.07 | Demonstrate professionalism and uphold ethical standards and other professional guidelines in the field while engaging in continuous learning, advocacy and leadership opportunities. |
| 05.0 | Demonstrate proficiency in ability to establish and participate in community outreach--The student will be able to: | |
| | 05.01 | Describe the Interdisciplinary Human Services system including the academic disciplines of sociology, psychology, and anthropology and tell how they are assessed. |
| | 05.02 | Identify local community resources and describe the referral process. |
| | 05.03 | Describe continuum of care and resources available to individuals, families and communities. |
| | 05.04 | Coordinate services and collaborates with community agencies. |
| 06.0 | Demonstrate engagement in ongoing professional development--The student will be able to: | |
| | 06.01 | Recognize the necessity of continued professional development and upgrading skills. |
| | 06.02 | Interpret and apply information from current professional literature to improve client care and enhance professional growth. |
| | 06.03 | Recognize the importance of individual, ethnic and cultural differences that influences client behavior and apply this understanding to clinical practice. |

| 07.0 | Demonstration knowledge of a youth development approach in community-based, residential, group home and other youth worker environments--The student will be able to: | |
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| | 07.01 | Develop an understanding of youth work as a profession. |
| | 07.02 | Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations. |
| | 07.03 | Distinguish between the asset and deficit models of adolescent development. |
| | 07.04 | Identify social problems unique to adolescent development. |
| | 07.05 | Identify characteristics of a successful youth organization. |
| | 07.06 | Design a youth program and intervention strategy consistent with the needs of youth and available resources. |
| | 07.07 | Evaluate programs based upon the needs of youth and available resources. |
| 08.0 | Demonstrate an understanding of the principles and stages of normal human growth and development and the challenges of each stage--The student will be able to: | |
| | 08.01 | Compare differences among theoretical perspectives on human growth and development. |
| | 08.02 | Demonstrate an understanding of and describe the characteristics associated with the three domains of human growth and development. |
| | 08.03 | Demonstrate an understanding of the varying influences on the domains of human development. |
| | 08.04 | Demonstrate an understanding of and describe changes in the cognitive development changes across the lifespan. |
| | 08.05 | Demonstrate an understanding of and describe changes in the biosocial development across the lifespan. |
| | 08.06 | Demonstrate an understanding of and describe changes in psychosocial and psychosexual development across the lifespan. |
| | 08.07 | Define and identify potential threats to normal human growth and development across the lifespan. |
| | 08.08 | Demonstrate awareness of controversies surrounding human growth and developmental theories. |
| | 08.09 | Identify health promotion and disease prevention educational needs for individuals across the lifespan. |
| | 08.10 | Discuss issues surrounding death and dying as it pertains to individuals across the lifespan and their families. |
| 09.0 | Demonstration and practical application of behavior management theories in a youth work environment--The student will be able to: | |
| | 09.01 | Identify and define the components of four theoretical models of behavior management. |
| | 09.02 | Identify, define and synthesize the causes of dysfunctional behavior. |
| | 09.03 | Identify, define and synthesize and apply the techniques of basic behavior and cognitive behavioral models in a youth work environment. |

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| | 09.04 | Demonstration knowledge of behavior management techniques in and outside of the after school setting. |
| | 09.05 | Observe, document and provide feedback on behavioral/learning patterns of children/youth. |
| | 09.06 | Initiate and facilitate a partnership with families to address developmental and behavioral issues experienced by their child/youth. |
| 10.0 | Demonstrate knowledge and understanding of family and community characteristics and the influence of social problems on today's children/youth--The student will be able to: | |
| | 10.01 | Demonstrate an understanding of current social problems in America and categorize them as inequality, changing values or deviance. |
| | 10.02 | Compare the effectiveness of various techniques of intervention for social improvement. |
| | 10.03 | Define and identify social problems within society including mental illness, crime, juvenile delinquency, economic insecurity, and explain why they are regarded as a social problem; causes, solutions and consequences. |
| | 10.04 | Integrate the various theories of family systems and the effect of social problems into planning family support activities. |
| | 10.05 | Incorporate all aspects of the cultural diversity of the community in comprehensive services for families. |
| | 10.06 | Initiate collaborative relationships with agencies and community resources to meet the developmental and educational needs of families in the community. |
| 11.0 | Demonstration knowledge and application of youth development principles and best practices in the implementation of a developmentally appropriate youth program--The student will be able to: | |
| | 11.01 | Develop a program mission and purpose integrating current youth development theories, research and policies on programming. |
| | 11.02 | Develop age appropriate curriculum that reflects the families, children and youth served in the community. |
| | 11.03 | Demonstrate knowledge of and apply sound practices in compliance with regulations governing youth programming. |
| | 11.04 | Promote and build relationships between the family, school and community to support the program mission and purpose. |
| | 11.05 | Demonstrate knowledge of regulations and procedures by planning for, establishing and maintaining a safe, clean and healthy environment for children/youth. |
| | 11.06 | Design and implement an inclusive curriculum to support physical, cognitive, social and emotional development that applies current theories and research to meet the individual needs of all children/youth served. |
| | 11.07 | Promote meaningful engagement, leadership and guidance of the children/youth through respect of cultural diversity and positive interactions between adult and children/youth. |
| | 11.08 | Analyze and integrate child/youth assessment data for individualized or programmatic improvement. |
| | 11.09 | Promote program improvement and sustainability through strategic planning, goal setting, needs assessment and program evaluation. |
| | 11.10 | Demonstrate use of assessment tools and evaluation to determine the quality and effectiveness of a youth program. |
| | 11.11 | Articulate, analyze and apply current theory, research and policies for personnel and fiscal management to maintain highly skilled staff and a fiscally sound program. |

| 11.12 | Develop a recruitment, selection and retention plan for staff that incorporates professional development and growth plans utilizing the core competency frameworks. |
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# Additional Information

## Laboratory Activities

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

## Accommodations

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

## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**    **Addiction Services**
**Career Cluster:**    **Human Services**

| CCC | |
|---|---|
| CIP Number | 0451159901 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 24 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This certificate program is part of the Social and Human Services AS degree program (1451159901).

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 Human Services 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 aspects of the Human Services career cluster.

This program is designed to prepare students for employment as addictions specialists, SOC Code 21-1093 (Social and Human Service Assistants), or to provide supplemental training for persons previously or currently employed these occupations.

This certificate focuses on teaching broad, transferable skills and stresses understanding and demonstration of the human services profession, with an emphasis on addictions. The content includes, but is not limited to, personal awareness, history and present status of addictions/mental health/human services movement, interdisciplinary addiction professional roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, and therapeutic interventions, interpersonal communications, assessment, evaluation, working knowledge of DSM diagnostic criteria, etiology of addictions, psychopharmacology, pharmacology of abused substances, information management, employability skills, health and safety, including CPR, universal precautions and AIDS training.

**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 a general knowledge and understanding of the human services delivery system and human services occupations.
02.0    Understand the importance of legal, ethical, and professional responsibilities.
03.0    Apply case management skills in real life situations.
04.0    Demonstrate a general knowledge and understanding of the biological aspects of addiction.
05.0    Examine the theories, identification, and causes of addiction.
06.0    Apply an understanding of treatment knowledge.
07.0    Demonstrate competencies of practice using various interventions.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:**   **Addiction Services**
**CIP Number:**   **0451159901**
**Program Length:**   **24 credit hours**
**SOC Code(s):**   **21-1093**

| This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to: |
| --- |
| 01.0   Demonstrate a general knowledge and understanding of the human services delivery system and human services occupations – the student will be able to: |
| 01.01   Understand the general roles and responsibilities of the individual members of the human service team. |
| 01.02   Understand the roles and responsibilities of the client within the human service delivery system. |
| 01.03   Recognize factors that influence the current delivery system of human /social services |
| 02.0   Understand the importance of legal, ethical, and professional responsibilities – the student will be able to: |
| 02.01   Demonstrate the use of procedures for accurate documentation and record keeping |
| 02.02   Understand the legal framework of the human services occupations including scope of practice legislation. |
| 02.03   Recognize practices that could results in malpractice, liability and/or negligence. |
| 02.04   Recognize and report abuse in accordance with the Florida law. |
| 02.05   Understand the appropriate use of self-disclosure. |
| 02.06   Analyze personal morals and values in relation to working in human services. |
| 03.0   Apply case management skills in real life situations – the student will be able to: |
| 03.01   Develop case management plans and a plan for implementation. |
| 03.02   Develop an appropriate treatment plan from initiation of treatment through discharge. |
| 03.03   Recognize when, where and how to refer clients to other professionals and or community resources. |
| 03.04   Demonstrate knowledge of existing community resources. |
| 03.05   Employ effective collaboration skills to best meet the needs of clients. |
| 04.0   Demonstrate a general knowledge and understanding of the biological aspects of addiction – the student will be able to: |
| 04.01   Identify commonly abused substances and describe their effects on behavior. |
| 04.02   Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse (i.e. dual diagnoses). |

| | | |
|---|---|---|
| | 04.03 | Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders. |
| 05.0 | Examine the theories, identification, and causes of addiction – the student will be able to: | |
| | 05.01 | Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use. |
| | 05.02 | Examine subjective and objective measures to assess for addiction and problematic use. |
| | 05.03 | Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. |
| | 05.04 | Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others. |
| | 05.05 | Analyze the effect on family relationships caused by one or more members of the family members being involved in addiction. |
| 06.0 | Apply an understanding of treatment knowledge – the student will be able to: | |
| | 06.01 | Demonstrate a general knowledge and understanding of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. |
| | 06.02 | Recognize the importance of family, social networks, and community systems in the treatment and recovery process. |
| | 06.03 | Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice. |
| | 06.04 | Recognize the value of an interdisciplinary approach to addiction prevention and treatment. |
| | 06.05 | Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care. |
| 07.0 | Demonstrate competencies of practice using various interventions – the student will be able to: | |
| | 07.01 | Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence. |
| | 07.02 | Design helping strategies and treatment modalities to the client's stage of dependence, change, or recovery. |
| | 07.03 | Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc. |
| | 07.04 | Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes. |
| | 07.05 | Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system. |
| | 07.06 | Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts. |

# Additional Information

## Laboratory Activities

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

## Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

## Accommodations

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

## Additional Resources

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

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Aging Services**
**Career Cluster:** **Human Services**

| CCC | |
|---|---|
| CIP Number | 0451159902 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This certificate program is part of the Social and Human Services AS degree program (XXXXXXXXX).

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 Human Services 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically aging environments.  Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of aging work; develop a capacity to design and implement programs consistent with the needs of the elderly in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Aging Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants).  It will provide credit course work for those employed in aging service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of an aging approach.  Course work will prepare students to function as aging services workers in community-based, residential, group home and other work environments.

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

**<u>Standards</u>**

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

01.0   Understand the importance of legal, ethical, and professional responsibilities.
02.0   Display a general understanding of the psychological, physical, and social aspects of the aging process.
03.0   Examine how factors such as health, finances, and social roles influence familial role changes and independence.
04.0   Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect.
05.0   Demonstrate effective assessment and referral techniques in working with the elderly.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Aging Services**
**CIP Number:** **0451159902**
**Program Length:** **18 credit hours**
**SOC Code(s):** **21-1093**

| This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to: |
| --- |
| 01.0 Understand the importance of legal, ethical, and professional responsibilities – the student will be able to: |
| 01.01 Demonstrate the use of procedures for accurate documentation and record keeping |
| 01.02 Understand the legal framework of the human services occupations including scope of practice legislation. |
| 01.03 Recognize practices that could results in malpractice, liability and/or negligence. |
| 01.04 Recognize and report abuse in accordance with the Florida law. |
| 01.05 Understand the appropriate use of self-disclosure. |
| 01.06 Analyze personal morals and values in relation to working in human services. |
| 01.0 Display a general understanding of the psychological, physical, and social aspects of the aging process – the student will be able to: |
| 01.01 Discuss the psychological changes that may occur with aging such as issues with self-esteem, regret, depression, and loneliness. |
| 01.02 Discuss the physical changes that may occur with aging such as appearance, strength, stamina, cognition, and resistance. |
| 01.03 Identify ways to maximize psychological health in the aging process. |
| 01.04 Discuss the impact of ethnicity, gender, and spirituality in the aging process. |
| 02.0 Examine how factors such as health, finances, and social roles influence familial role changes and independence – the student will be able to: |
| 02.01 Discuss the impact of the role reversal between parent and child on both parties. |
| 02.02 Discuss the relationships with doctors and case managers and the impact of the healthcare industry on the elderly. |
| 02.03 Identify potential risk factors in planning for retirement, health care costs, adequacy of savings for retirement, and financing of long term care. |
| 02.04 Analyze grief reactions such as the stages of death and dying. |
| 02.05 Identify issues relating to sexual functioning, intimacy, and affection for older adults. |
| 03.0 Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect – the student will be able to: |
| 03.01 Define the different kinds of abuse and neglect of the elderly (physical, sexual, psychological, neglect, abandonment, financial or material exploitation, and self-neglect). |

| | | |
|---|---|---|
| | 03.02 | Identify symptoms of caregiver stress that could lead to abuse or neglect. |
| | 03.03 | Identify ways to prevent abuse and neglect. |
| | 03.04 | Recognize signs of abuse and neglect. |
| | 03.05 | Identify steps to proper reporting of elder abuse and neglect. |
| 04.0 | Demonstrate effective assessment and referral techniques in working with the elderly– the student will be able to: | |
| | 04.01 | Model effective assessment and support techniques for intake, counseling, and referring of the elderly. |
| | 04.02 | Discuss the role of community services and social support groups in aging. |
| | 04.03 | Identify services designed to help older adults cope with dying, death, bereavement, and other psychological challenges of aging. |
| | 04.04 | Identify services designed to help with cognitive and physical ailments that are specific to the elderly. |
| | 04.05 | Identify services designed to help family members of the elderly. |

# Additional Information

**Laboratory Activities**

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

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

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

**Accommodations**

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

**Additional Resources**

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

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**   **Community Health Worker**
**Career Cluster:**   **Human Services**

| CCC | |
|---|---|
| CIP Number | 0451159903 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants<br>21-1094 Community Health Workers |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

## Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

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 Human Services 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 aspects of the Human Services career cluster.

This program is designed to prepare students for employment as addictions specialists, SOC Code 21-1093 (Social and Human Service Assistants) and SOC Code 21-1094 (Community Health Workers), or to provide supplemental training for persons previously or currently employed in these occupations.

**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    Understand the importance of legal, ethical, and professional responsibilities.
02.0    Assess client/family needs, strengths, and resources.
03.0    Assist client/families in goal setting and achievement.
04.0    Educate client/families.
05.0    Establish client/family support system.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:**    **Community Health Worker**
**CIP Number:**    **0451159903**
**Program Length:**    **18 credit hours**
**SOC Code(s):**    **21-1093; 21-1094**

| This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to: |
|---|
| 01.0    Understand the importance of legal, ethical, and professional responsibilities – the student will be able to: |
|      01.01   Demonstrate the use of procedures for accurate documentation and record keeping |
|      01.02   Understand the legal framework of the human services occupations including scope of practice legislation. |
|      01.03   Recognize practices that could results in malpractice, liability and/or negligence. |
|      01.04   Recognize and report abuse in accordance with the Florida law. |
|      01.05   Understand the appropriate use of self-disclosure. |
|      01.06   Analyze personal morals and values in relation to working in human services. |
| 02.0    Assess family needs, strengths, and resources – the student will be able to: |
|      02.01   Apply typical methods used for assessment and screening to assess a client/family's strengths and areas of need. |
|      02.02   Distinguish between the strengths-based and deficit models of family development |
|      02.03   Assess family's immediate environment, including living conditions, housing stability, risk for substance abuse, child abuse & neglect, domestic violence |
|      02.04   Recognize barriers to services and access appropriate resources to care. |
| 03.0    Assist families in goal setting and achievement – the student will be able to: |
|      03.01   Explore family goals and assist families in prioritizing. |
|      03.02   Assist client/family in developing a plan with measurable goals and assist the family in monitoring the implementation of the plan. |
|      03.03   Provide client/family-centered care and family-directed services. |
| 04.0    Educate families – the student will be able to: |
|      04.01   Educate clients/families regarding available community agencies and resources. |
|      04.02   Provide culturally appropriate information and social supports to members of the community seeking health/social services. |
|      04.03   Educate families in how to advocate for themselves within systems. |
| 05.0    Establish family support system – the student will be able to: |

| | |
|---|---|
| 05.01 | Assess support provided by family members, neighbors and friends. |
| 05.02 | Assist clients/family to develop skills to increase their own capacity to access needed health/social services. |
| 05.03 | Refer families to support groups (e.g., parenting, substance abuse, counseling, spiritual, etc.). |

# Additional Information

**Laboratory Activities**

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

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

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

**Accommodations**

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

**Additional Resources**

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

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Domestic Violence Services**
**Career Cluster:** **Human Services**

| CCC | |
|---|---|
| CIP Number | 0451159904 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This certificate program is part of the Social and Human Services AS degree program (1451159901).

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 Human Services 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically family violence environments. Students must be able to demonstrate a knowledge of the dynamics of domestic violence as it relates to each family member; develop a professional awareness of domestic violence theories and ethics; develop a capacity to design and implement programs consistent with the needs of the family in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Family Violence Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants). It will provide credit course work for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a family violence approach.  Course work will prepare students to function as family violence workers in community-based, residential, group home and other work environments.

**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    Understand the importance of legal, ethical, and professional responsibilities.
02.0    Display an understanding of the dynamics of domestic violence.
03.0    Examine the theories, identification, and causes of domestic violence.
04.0    Understand the legal system's response to domestic violence and impact of legislation on programs and services**.**
05.0    Demonstrate effective assessment and intervention techniques in working with victims of domestic violence.

**Florida Department of Education
Student Performance Standards**

**Program Title:** **Domestic Violence Services**
**CIP Number:** **0451159904**
**Program Length:** **18 credit hours**
**SOC Code(s):** **21-1093**

| This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to: | |
|---|---|
| 01.0 | Understand the importance of legal, ethical, and professional responsibilities – the student will be able to: |
| | 01.01 Demonstrate the use of procedures for accurate documentation and record keeping |
| | 01.02 Understand the legal framework of the human services occupations including scope of practice legislation. |
| | 01.03 Recognize practices that could results in malpractice, liability and/or negligence. |
| | 01.04 Recognize and report abuse in accordance with the Florida law. |
| | 01.05 Understand the appropriate use of self-disclosure. |
| | 01.06 Analyze personal morals and values in relation to working in human services. |
| 02.0 | Display an understanding of the dynamics of domestic violence – the student will be able to: |
| | 02.01 Describe who is affected by domestic violence. |
| | 02.02 Discuss the healthcare implications of domestic violence. |
| | 02.03 Identify the different types of domestic violence. |
| | 02.04 Identify the incidence and prevalence of domestic violence. |
| | 02.05 Compare psychological impacts of domestic violence on women and children. |
| | 02.06 Discuss the prevalence impact of domestic violence on male victims. |
| 03.0 | Examine the theories, identification, and causes of domestic violence – the student will be able to: |
| | 03.01 Understand the history and scope of domestic violence, theories of why people abuse, and the cycle of violence. |
| | 03.02 Recognize the signs and symptoms of domestic violence. |
| | 03.03 Explain the relevance of factors such as family history of violence, substance abuse, and medical and mental health in cause and continuation of violence. |
| | 03.04 Identify issues relating to children who are at risk of exposure to domestic violence. |
| 04.0 | Understand the legal system's response to domestic violence and impact of legislation on programs and services – the student will be able to: |

| | | |
|---|---|---|
| | 04.01 | Identify and recognize ethical issues in family law as it pertains to domestic violence. |
| | 04.02 | Evaluate the benefits and shortcomings of the various legal remedies that are available to victims of domestic violence. |
| | 04.03 | Explore mandatory reporting and state and federal requirements (to include the Violence Against Women Act (VAWA) of 1994). |
| | 04.04 | Discuss the impact of legislation on programs and services for victims of domestic violence. |
| 05.0 | Demonstrate effective assessment and intervention techniques in working with victims of domestic violence – the student will be able to: | |
| | 05.01 | Contrast forms of crisis intervention and trauma responses. |
| | 05.02 | Understand the nature of screening for domestic violence and safety planning in order to improve client counseling. |
| | 05.03 | Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement. |
| | 05.04 | Identify the community services available to support and protect victims of domestic violence. |
| | 05.05 | Model effective assessment and support techniques for intake, counseling, and termination. |

# Additional Information

## Laboratory Activities

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

## Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

## Accommodations

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

## Additional Resources

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

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**   **Human Services Generalist**
**Career Cluster:**   **Human Services**

| CCC | |
|---|---|
| CIP Number | 0451159905 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This certificate program is part of the Social and Human Services AS degree program (1451159901).

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 Human Services 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 aspects of the Human Services career cluster.

The College Credit Certificate program is designed to be the first educational step to a professional career in Human Services as Human Service Assistants (SOC 21-1093),or other positions that are a part of the social services delivery.  It will provide credit course work for those employed in human service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human behavior specific to the good practices and techniques in human service.  Course work will enable student's to employ effective communications and interpersonal skills, understand the legal and ethical responsibilities of human services and demonstrate computer literacy.

Students will demonstrate knowledge of the human services system, specifically how it affects practice and policy as well as the roles of human service workers in various settings.  Students must be able to demonstrate knowledge of human development from birth to senescence, understand adaptive and maladaptive patterns of behavior and have an understanding of various treatment modalities and therapeutic interventions.

Students must develop effective interpersonal communication with clients, co-workers and supervisors.  They must be able to demonstrate assessment, evaluation, problem solving and referral and crisis intervention skills as well as a working knowledge of legal and ethical issues related to human services.

**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     Understand the importance of legal, ethical, and professional responsibilities.
02.0     Understand the risk factors that lead to human services intervention.
03.0     Examine the theories utilized in human services.
04.0     Display an understanding of treatment knowledge.
05.0     Demonstrate competencies of practice using various interventions.

**Florida Department of Education
Student Performance Standards**

**Program Title:**    **Human Services Generalist**
**CIP Number:**     **0451159905**
**Program Length:**   **18 credit hours**
**SOC Code(s):**     **21-1093**

| This certificate program is part of the Social and Human Services AS degree program (1451159901).  At the completion of this program, the student will be able to: | |
| --- | --- |
| 01.0 | Understand the importance of legal, ethical, and professional responsibilities – the student will be able to: |
| | 01.01  Demonstrate the use of procedures for accurate documentation and record keeping |
| | 01.02  Understand the legal framework of the human services occupations including scope of practice legislation. |
| | 01.03  Recognize practices that could results in malpractice, liability and/or negligence. |
| | 01.04  Recognize and report abuse in accordance with the Florida law. |
| | 01.05  Understand the appropriate use of self-disclosure. |
| | 01.06  Analyze personal morals and values in relation to working in human services. |
| 02.0 | Understand the risk factors that lead to human services intervention. |
| 03.0 | Examine the theories utilized in human services. |
| 04.0 | Display an understanding of treatment knowledge. |
| 05.0 | Demonstrate competencies of practice using various interventions. |

# Additional Information

## Laboratory Activities

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

## Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

## Accommodations

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

## Additional Resources

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

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**   **Youth Development Services**
**Career Cluster:**   **Human Services**

| CCC | |
|---|---|
| CIP Number | 0451159906 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This certificate program is part of the Social and Human Services AS degree program (1451159901).

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 Human Services 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically youth work environments.  Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of youth work; understand and implement a youth development approach in various environments; develop a capacity to design and implement programs consistent with the needs of youth in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Youth Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants).  It will provide credit course work for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a youth development approach.  Course work will prepare students to function as youth workers in community-based, residential, group home and other youth work environments.

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

**<u>Standards</u>**

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

01.0    Understand the importance of legal, ethical, and professional responsibilities.
02.0    Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
03.0    Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
04.0    Demonstrate a general knowledge and understanding of community characteristics.
05.0    Demonstrate a general knowledge and understanding of family dynamics.
06.0    Understand how current social issues influence children/youth.
07.0    Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Youth Development Services**
**CIP Number:** **0451159906**
**Program Length:** **18 credit hours**
**SOC Code(s):** **21-1093**

| This certificate program is part of the Social and Human Services AS degree program (01451159901). At the completion of this program, the student will be able to: |
|---|
| 01.0 Understand the importance of legal, ethical, and professional responsibilities – the student will be able to: |
|     01.01 Demonstrate the use of procedures for accurate documentation and record keeping |
|     01.02 Understand the legal framework of the human services occupations including scope of practice legislation. |
|     01.03 Recognize practices that could results in malpractice, liability and/or negligence. |
|     01.04 Recognize and report abuse in accordance with the Florida law. |
|     01.05 Understand the appropriate use of self-disclosure. |
|     01.06 Analyze personal morals and values in relation to working in human services. |
| 02.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments – the student will be able to: |
|     02.01 Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations. |
|     02.02 Distinguish between the asset and deficit models of adolescent development. |
|     02.03 Identify social problems unique to adolescent development. |
|     02.04 Identify characteristics of a successful youth organization. |
|     02.05 Design a youth program and intervention strategy consistent with the needs of youth and available resources. |
|     02.06 Evaluate programs based upon the needs of youth and available resources. |
| 03.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage – the student will be able to: |
|     03.01 Compare differences among theoretical perspectives on human growth and development. |
|     03.02 Demonstrate an understanding of the varying influences on the domains of human development. |
|     03.03 Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan. |
|     03.04 Define and identify potential threats to normal human growth and development across the lifespan. |
| 04.0 Demonstrate a general knowledge and understanding of community characteristics – the student will be able to: |

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|---|---|---|
| | 04.01 | Identify and recognize the cultural diversity of the community when providing human services. |
| | 04.02 | Demonstrate knowledge of agencies and resources that meet the needs of youth in the community. |
| 05.0 | Demonstrate a general knowledge and understanding of family dynamics – the student will be able to: | |
| | 05.01 | Demonstrate knowledge of how family factors can influence youth development. |
| 06.0 | Understand how current social issues influence children/youth – the student will be able to: | |
| | 06.01 | Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement. |
| | 06.02 | Recognize the social problems within society that affect children/youth. (i.e., crime, juvenile delinquency, socio-economics, etc.) |
| 07.0 | Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program – the student will be able to: | |
| | 07.01 | Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community. |
| | 07.02 | Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability. |

# Additional Information

**Laboratory Activities**

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

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

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

**Accommodations**

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

**Additional Resources**

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

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** Human Services
**Career Cluster:** Human Services

| AS | |
|---|---|
| CIP Number | 1351150400 |
| Program Type | College Credit |
| Standard Length | 65 - 73 credit hours |
| CTSO | HOSA |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants<br>31-9099 Health Care Support Workers, All Other |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services career cluster.

This program is designed to prepare students for employment as human services specialists, human services practitioners, chemical dependency practitioners, addictions specialists, mental health and social services practitioners SOC Code 21-1093 (Social and Human Service Assistants) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, personal awareness, history and present status of mental health/human services movement, interdisciplinary human services roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, and therapeutic interventions, interpersonal communications, assessment, evaluation, working knowledge of DSM diagnostic criteria, etiology of addictions, issues in addiction prevention , psychopharmacology, pharmacology of abused substances, information management, employability skills, health and safety, including CPR, universal precautions and HIV/AIDS training

**Program Structure**

This program is a planned sequence of instruction consisting of 73 credit hours for Track 2 and 65 credit hours for Track 1 according to Rule 6A-14.030.

## Standards

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

**Human Services Core:  The Human Services Core is a core of basic knowledge necessary for any Human Services career.  Students who have previously completed the Human Services Careers Core or any other health occupations program do not have to repeat standards 01-11.**

01.0    Demonstrate knowledge of the human services delivery system and human services occupations.
02.0    Demonstrate the ability to communicate and use interpersonal skills effectively.
03.0    Demonstrate legal and ethical responsibilities.
04.0    Demonstrate an understanding of and apply wellness and disease concepts.
05.0    Recognize and practice safety and security procedures.
06.0    Demonstrate an understanding of information technology applications in human services.
07.0    Demonstrate employability skills.
08.0    Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
09.0    Apply basic math and science skills.
10.0    Demonstrate knowledge of professional/ethical foundations.
11.0    Demonstrate proficiency in client assessment and evaluation.
12.0    Demonstrate proficiency in case management and the process of care planning.
13.0    Demonstrate proficiency in clinical documentation.
14.0    Demonstrate proficiency in client intervention.
15.0    Demonstrate proficiency in ability to establish and participate in community outreach.
16.0    Demonstrate on-going professional development.

## Substance Abuse Intervention Track II-This section is to be completed in addition to intended outcomes 12 – 18:

17.0    Demonstrate an understanding of psychopharmacology.
18.0    Demonstrate an understanding of the methods of identifying addiction.
19.0    Demonstrate knowledge of the theories of addiction and the causes of abuse.
20.0    Demonstrate an understanding of treatment knowledge.
21.0    Demonstrate competencies of practice.
22.0    Demonstrate an understanding of the need for professional readiness.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** Human Services
**CIP Numbers:** 1351150400
**Program Length:** 65 – 73 hours
**SOC Code(s):** 21-1093, 31-9099

| **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:** |
|---|
| **Human Services:  The Core is a core of basic Knowledge necessary for any Human Services career.  Students who have previously completed the Human Services Careers Core or any other Human Services occupations program do not have to repeat standards 01-11.** |
| 01.0    Demonstrate knowledge of the human services delivery system and human services occupations – the student will be able to: |
| 01.01   Identify the basic components of the human services delivery system including public, private, government and non-profit. |
| 01.02   Identify common methods of payment for human services. |
| 01.03   Describe the various types of human services providers and the range of services available including resources to victims of domestic violence and family violence. |
| 01.04   Describe the composition and functions of a human services team. |
| 01.05   Identify the general roles and responsibilities of the individual members of the human service team. |
| 01.06   Identify the roles and responsibilities of the client within the human service delivery system. |
| 01.07   Identify characteristics of effective teams. |
| 01.08   Recognize methods for building positive team relationships. |
| 01.09   Analyze attributes and attitudes of an effective leader. |
| 01.10   Recognize factors and situations that may lead to conflict. |
| 01.11   Demonstrate effective techniques for managing team conflict. |
| 01.12   Describe factors that influence the current delivery system of human /social services |
| 01.13   Explain the impact of emerging issues including technology, bioethics and socioeconomics on human services delivery systems. |
| 02.0    Demonstrate the ability to communicate and use interpersonal skills effectively – the student will be able to: |

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|---|---|---|
| | 02.01 | Develop basic communication and active listening skills. |
| | 02.02 | Develop basic observational skills and related documentation strategies in written and oral form. |
| | 02.03 | Identify characteristics of successful and unsuccessful communication including client resistance. |
| | 02.04 | Respond effectively to verbal and non-verbal cues. |
| | 02.05 | Compose written communication using correct spelling, grammar, formatting and confidentiality. |
| | 02.06 | Use appropriate technical terminology and abbreviations. |
| | 02.07 | Recognize the importance of courtesy and respect for clients and other human services workers and maintain good interpersonal relationships. |
| | 02.08 | Recognize the importance of client educations regarding rendering of services. |
| | 02.09 | Adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, sexual orientation, ethnic and religious groups. |
| | 02.10 | Recognize elements of communication using a sender-receiver model. |
| | 02.11 | Distinguish between and report subjective and objective information. |
| | 02.12 | Report relevant information in order of occurrence. |
| 03.0 | Demonstrate legal and ethical responsibilities – the student will be able to: | |
| | 03.01 | Discuss the legal framework of the human services occupations including scope of practice legislation. |
| | 03.02 | Explain practices that could results in malpractice, liability and/or negligence. |
| | 03.03 | Demonstrate procedures for accurate documentation and record keeping. |
| | 03.04 | Interpret agency/facility policy and procedures. |
| | 03.05 | Explain the "Patient's Bill of Rights". |
| | 03.06 | Identify standards of the Health insurance Portability and Accountability Act (HIPAA). |
| | 03.07 | Describe informed consent. |
| | 03.08 | Explain the laws governing harassment, labor and employment. |
| | 03.09 | Differentiate between legal and ethical issues in human services. |
| | 03.10 | Describe a code of ethics consistent with the human services occupation. |
| | 03.11 | Identify and compare personal, professional, and organizational ethics. |

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|---|---|---|
| | 03.12 | Recognize the limits of authority and responsibility of human service workers. |
| | 03.13 | Recognize and report illegal and/or unethical practices of human services workers. |
| | 03.14 | Recognize and report abuse including child abuse, elderly abuse, domestic violence and neglect. |
| 04.0 | Demonstrate an understanding of and apply wellness and disease concepts – the student will be able to: | |
| | 04.01 | Identify psychological reactions to illness including defense mechanisms. |
| | 04.02 | Identify complementary and alternative health practices. |
| | 04.03 | Discuss the adverse effects of the use of alcohol, illegal drugs, steroids and other high-risk behaviors on the human body. |
| | 04.04 | Explain the basic concepts of positive self-image, wellness, and stress. |
| | 04.05 | Develop a wellness and stress control plan that can be used in personal and professional life. |
| | 04.06 | Recognize the steps in the grief process. |
| 05.0 | Recognize and practice safety and security procedures – the student will be able to: | |
| | 05.01 | Recognize safe and unsafe working conditions and report safety hazards. |
| | 05.02 | Demonstrate personal safety procedures based on Occupations Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations (including standard precautions). |
| | 05.03 | Describe fire, safety, disaster and evacuations procedures. |
| | 05.04 | Discuss The Joint Commission (JCAHO) patient safety goals (www.jcaho.org). |
| | 05.05 | Recognize adverse drug related emergencies. |
| | 05.06 | Describe legal parameters relating to the administration of emergency care. |
| 06.0 | Demonstrate an understanding of information technology applications in healthcare – the student will be able to: | |
| | 06.01 | Describe the uses of computers in human services. |
| | 06.02 | Define terms and demonstrate basic computer skills. |
| | 06.03 | Recognize technology applications in human services. |
| | 06.04 | Interpret information from electronic documents. |
| | 06.05 | Identify methods of communication to access and distribute data such as fax, e-mail and internet. |
| 07.0 | Demonstrate employability skills – the student will be able to: | |

| | | |
|---|---|---|
| | 07.01 | Identify personal traits or attitudes desirable in a member of the Human Services team. |
| | 07.02 | Define basic professional standards of human services workers as they apply to dress, language, informed consent, confidentiality and behavior (i.e. courtesy and self-introductions). |
| | 07.03 | Identify documents that may be required when applying for a job. |
| | 07.04 | Write an appropriate resume. |
| | 07.05 | Conduct a job search. |
| | 07.06 | Complete a job application form correctly. |
| | 07.07 | Demonstrate competence in job interview techniques. |
| | 07.08 | Recognize levels of education, credentialing requirements, employment opportunities, workplace environments and career growth potential. |
| | 07.09 | Identify acceptable work habits. |
| | 07.10 | Recognize appropriate professional behavior. |
| | 07.11 | Compare careers within the human services career pathways. |
| 08.0 | Demonstrate knowledge of blood borne diseases, including HIV/AIDS – the student will be able to: | |
| | 08.01 | Recognize emerging diseases and disorders. |
| | 08.02 | Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens including Hepatitis B. |
| | 08.03 | Identify community resources and services available to the individuals with diseases caused by blood borne pathogens. |
| | 08.04 | Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| | 08.05 | Demonstrate knowledge of the legal aspects of HIV/AIDS, including testing. |
| 09.0 | Apply basic math and science skills – the student will be able to: | |
| | 09.01 | Draw, read, and report on graphs, charts and tables. |
| | 09.02 | Measure time, temperature, distance, capacity, and mass/weight. |
| | 09.03 | Demonstrate ability to evaluate and draw conclusions. |
| | 09.04 | Organize and communicate the results obtained by observation and experimentation. |
| | 09.05 | Ask appropriate scientific questions and recognize what is involved in experimental approaches to the solution of such questions. |

| | | |
|---|---|---|
| | 09.06 | Calculate ratios. |

**Human Services Track I – This module prepares for the occupational completion point of human services specialists. Graduates will be eligible for employment as practitioners in vocational applications, which assist towards wholeness for individuals suffering from mental health and social deprivation and/or developmental disability.**

| | | |
|---|---|---|
| 10.0 | | Demonstrate knowledge of professional/ethical foundations – the student will be able to: |
| | 10.01 | Use effective self-disclosure. |
| | 10.02 | Identify and express own feelings congruently. |
| | 10.03 | Demonstrate verbal response denoting responsibility for self, i.e. "I" statements. |
| | 10.04 | Demonstrate ability to engage in non-defensive self-exploration. |
| | 10.05 | Assess with accuracy the impact of one's own needs, values, behaviors and motives and limitation on one's self and others. |
| | 10.06 | Demonstrate genuineness, congruence, empathy, warmth, acceptance and respect. |
| | 10.07 | Relate interdisciplinary human service trends, issues, laws and regulations to current practice. |
| | 10.08 | Describe the interdisciplinary Human Services system and tell how it may be accessed. |
| | 10.09 | Describe the relationship of the Interdisciplinary Human Services systems with the legal system. |
| | 10.10 | Describe local community resources and referral processes. |
| | 10.11 | Describe the development of Human Services professionals. |
| | 10.12 | Describe the role and function of the Interdisciplinary Human Services practitioner in inpatient, outpatient and other programs in the service delivery system. |
| | 10.13 | Describe the role and function of the potential Interdisciplinary Human Services practitioner with current and emergency target populations. |
| | 10.14 | Recognize the limits of one's competence and perform only those functions for which one is properly trained. |
| 11.0 | | Demonstrate proficiency in client assessment and evaluation – the student will be able to: |
| | 11.01 | Describe clients with accuracy and identify current problems, precipitating events, and behavioral consequences. |
| | 11.02 | Describe with accuracy significant events in the client's personal and social history. |
| | 11.03 | Demonstrate ability to make accurate observations and related assessments. |
| | 11.04 | Demonstrate ability to assess crisis situations and implement appropriate actions. |
| | 11.05 | Recognize the measurement and assessment techniques used to evaluate intelligence, adaptive behavior, learning problems and affective characteristics. |

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| | 11.06 | Demonstrate recognition of when, where and how to refer clients to other professionals and/or community resources. |
| | 11.07 | Describe the roles and functions of the potential mental health or Human Services practitioners with current and emergency target populations. |
| | 11.08 | Obtain and review referral collateral information. |
| | 11.09 | Demonstrate ability to coordinate and conduct a client intake. |
| | 11.10 | Determine client eligibility and or appropriateness for program. |
| | 11.11 | Demonstrate ability to provide program orientation. |
| | 11.12 | Demonstrate ability to initiate case files. |
| | 11.13 | Manage client data. |
| | 11.14 | Conduct assessment. |
| | 11.15 | Identify client goals. |
| | 11.16 | Identify support systems. |
| | 11.17 | Provide crisis management. |
| | 11.18 | Demonstrate an understanding of the process and procedures of informed consent. |
| | 11.19 | Identify biological, psychosocial, spiritual and cultural needs. |
| 12.0 | Demonstrate proficiency in case management and the process of care planning – the student will be able to: | |
| | 12.01 | Demonstrate skills in the development and implementation of case management plans. |
| | 12.02 | Demonstrate the ability to develop an appropriate discharge plan. |
| | 12.03 | Demonstrate recognition of when, where and how to refer clients to other professionals and or community resources. |
| | 12.04 | Develop rapport and trust with clients. |
| | 12.05 | Determine course of action for identified biological, psychosocial, spiritual and cultural concerns. |
| | 12.06 | Prioritize needs. |
| | 12.07 | Develop plan of care. |
| | 12.08 | Facilitate discharge planning, including identification of future needs. |
| | 12.09 | Review and revise treatment plan. |

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| | 12.10 | Consult with support systems and referral resources. |
| | 12.11 | Conduct individual, group and family counseling. |
| | 12.12 | Participate in the appropriate and effective sharing of client information in staff meetings. |
| | 12.13 | Participate in quality assurance and peer review process. |
| 13.0 | Demonstrate proficiency in clinical documentation – the student will be able to: | |
| | 13.01 | Describe legal implications of charting and observation notes. |
| | 13.02 | Demonstrate knowledge of accepted principles of client record management. |
| | 13.03 | Protect client rights and confidentiality in preparation and handling of records, especially in relation to communication of client information with third parties. |
| | 13.04 | Record progress of client in relation to treatment goals and objectives. |
| | 13.05 | Collect data to generate reports. |
| 14.0 | Demonstrate proficiency in client intervention – the student will be able to: | |
| | 14.01 | Demonstrate knowledge of terminology associated with psychological disorders. |
| | 14.02 | Demonstrate knowledge of major diagnostic categories. |
| | 14.03 | Recognize various levels of adaptive and maladaptive behavior patterns and social functioning. |
| | 14.04 | Demonstrate understanding of the addictive process and its physical, psychological and emotional effects on the dependent individual and affected family. |
| | 14.05 | Identify with accuracy basic assumptions of intervention techniques associated with current major therapeutic approaches. |
| | 14.06 | Utilize intervention techniques relative to client and other settings. |
| | 14.07 | Utilize group intervention techniques relative to group purpose and client population. |
| | 14.08 | Plan and implement structured group experiences. |
| | 14.09 | Recognize and assess the degree of severity in a crisis situation and demonstrate crisis intervention skills. |
| | 14.10 | Demonstrate skills in the development and implementation of case management plans. |
| | 14.11 | Demonstrate knowledge of psychotropic medications, actions, and reactions. |
| | 14.12 | Use one to one relationships with the client based on understanding of psychodynamics. |
| | 14.13 | Demonstrate sensitivity to client's verbal and nonverbal communication. |

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| | 14.14 | Interact with clients in a way which communicates respect for the worth and uniqueness of each client and for the client's right to self-determination. |
| | 14.15 | Obtain meaningful information leading to an appropriate intervention. |
| | 14.16 | Establish effective working relationships with staff, supervisors and community resources personnel. |
| 15.0 | Demonstrate proficiency in ability to establish and participate in community outreach – the student will be able to: | |
| | 15.01 | Describe the Interdisciplinary Human Services system and tell how it may be accessed. |
| | 15.02 | Describe the relationship of the Interdisciplinary Human Services system with the legal system. |
| | 15.03 | Describe local community resources and referral process. |
| | 15.04 | Describe continuum of care and resources available to individuals, families and communities. |
| | 15.05 | Coordinate services and collaborates with community agencies. |
| | 15.06 | Demonstrate knowledge of HIV/AIDS and other STD counseling principles. |
| 16.0 | Demonstrate engagement in ongoing professional development – the student will be able to: | |
| | 16.01 | Recognize the necessity of continued professional development and upgrading of skills. |
| | 16.02 | Interpret and apply information from current professional literature to improve client care and enhance professional growth. |
| | 16.03 | Recognize the importance of individual, ethnic and cultural differences that influences client behavior and apply this understanding to clinical practice. |
| | 16.04 | Utilize a range of supervisory options to process personal feelings and concerns about clients. |
| | 16.05 | Conduct self-evaluations of professional performance applying ethical, legal and professional standards to enhance self-awareness and performances. |
| | 16.06 | Obtain appropriate continuing professional education. |
| | 16.07 | Participate in ongoing supervision and consultation. |
| | 16.08 | Develop and utilize strategies to maintain one's own physical and mental health. |
| **Addictions Studies Track II -- This module is an optional module that prepares human service practitioners/ professionals to work with persons who have been affected by addictions.  Track I must be completed in addition to Track II.  Persons completing this program will be eligible for employment as addictions specialists and equivalent jobs.** | | |
| Students in Track II may be working toward certification by the Florida Certification Board.  National program accreditation is available from the Council for Standards on Human Service Education (CSHSE). | | |
| 17.0 | Demonstrate an understanding of psychopharmacology – the student will be able to: | |
| | 17.01 | Identify and describe commonly abused substances. |

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| | 17.02 | List as exhaustively as possible the substances which current research shows to have an effect on behavior. |
| | 17.03 | Describe cross-addiction. |
| | 17.04 | Describe drug interactions and drug half-life. |
| | 17.05 | Identify and describe medical effects of addiction not caused by drugs and alcohol. |
| | 17.06 | Summarize the drug taxonomy. |
| | 17.07 | Identify and describe psycho-active medications and their effect on behavior. |
| 18.0 | Demonstrate an understanding of the methods of identifying addiction – the student will be able to: | |
| | 18.01 | Infer patterns of progression in addictions. |
| | 18.02 | Identify the effects of addiction upon diverse populations. |
| | 18.03 | Assess the ways in which denial is revealed. |
| | 18.04 | Evaluate the features of its effects on family relationships caused by one or more members of the family being involved in addiction. |
| | 18.05 | Explain the causal conditions and process of addiction. |
| | 18.06 | Discuss the disease concept of addiction. |
| | 18.07 | Discuss the phases of recovery and relapse. |
| 19.0 | Demonstrate a knowledge of the theories of addiction and the causes of abuse – the student will be able to: | |
| | 19.01 | Demonstrate an understanding of a variety of models and theories of addiction and other problems related to substance use. |
| | 19.02 | Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. |
| | 19.03 | Describe the behavioral, psychological, physical, and social effects of psychoactive substance addiction on the user and addiction and substances on the user and significant others. |
| | 19.04 | Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse (i.e., dual diagnoses). |
| 20.0 | Demonstrate an understanding of treatment knowledge – the student will be able to: | |
| | 20.01 | Describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. |
| | 20.02 | Recognize the importance of family, social networks, and community systems in the treatment and recovery process. |
| | 20.03 | Demonstrate an understanding of the importance of research and outcome data and their application in clinical practice. |

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| | 20.04 | Understand the value of an interdisciplinary approach to addiction prevention and treatment. |
| 21.0 | Demonstrate competencies of practice – the student will be able to: | |
| | 21.01 | Demonstrate an understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care. |
| | 21.02 | Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence. |
| | 21.03 | Tailor helping strategies and treatment modalities to the client's stage of dependence, change, or recovery. |
| | 21.04 | Provide treatment services appropriate to the personal and cultural identity and language of the client. |
| | 21.05 | Adapt practice to the range of treatment settings and modalities. |
| | 21.06 | Be familiar with medical and pharmacological resources in the treatment of substance use disorders. |
| | 21.07 | Demonstrate an understanding of the variety of insurance and health maintenance options available and the importance of helping clients access those benefits. |
| | 21.08 | Recognize that a crisis may indicate an underlying substance use disorder and may be a window of opportunity for change. |
| | 21.09 | Demonstrate an understanding of the need for and the use of methods for measuring treatment outcomes. |
| 22.0 | Demonstrate an understanding of the need for professional readiness – the student will be able to: | |
| | 22.01 | Demonstrate an understanding of diverse cultures and incorporate the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice. |
| | 22.02 | Demonstrate an understanding of the importance of self-awareness in one's personal, professional and cultural life. |
| | 22.03 | Demonstrate an understanding of the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship. |
| | 22.04 | Demonstrate an understanding of the importance of ongoing supervision and continuing education in the delivery of client services. |
| | 22.05 | Demonstrate an understanding of the obligation of the addiction professional to participate in prevention as well as treatment. |
| | 22.06 | Demonstrate an understanding of and apply setting-specific policies and procedures for handling crisis or dangerous situations, including safety measures for clients and staff. |

# Additional Information

**Laboratory Activities**

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

**Special Notes**

Special interest to those students in Tracks I and II will be obtaining certification by the Florida Certification Board. National accreditation for human services programs is available from the Council for Standards in Human Service Education (CSHSE).

This program meets the Department of Health HIV/AIDS and domestic violence education requirements.  Upon completion of this program the instructor will provide a certificate to the student verifying that the HIV/AIDS and domestic violence requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

Track I:  Graduates will be eligible for employment as practitioners in occupations in the Human services fields.

Track II:  This program includes multi-disciplinary foundations and builds on the competencies required in Track I.  Education is required in psychopharmacology, the etiology and course of abuse, the pharmacology of substances which are consciousness altering and subject to abuse, case record keeping, methods of intervention, identifying and using appropriate resources, current federal and states rules and regulations governing the treatment of individuals abusing consciousness altering drugs, and the scope and limits of ethical expectations in the treatment of individuals abusing consciousness altering substances.

The program is designed to provide the academic and addiction-specific education requirement of the Florida Certification Board.

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

HOSA (Future Health Professionals) 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.

**Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary

education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

## Certificate Programs

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

Human Services Assistant (0351150403) – 27 credits
Addictions Studies (0351150102) – 39 credits
Unit Treatment and Rehabilitation (0351150203) – 24 credits
Youth Development (0351150404) – 30 credits
Unit Treatment and Rehabilitation (H170408/0351150201/0351150202) – 24 credits
Family Health Support Worker (H170205/0351150300/0351150301) – 21 credits

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


## Additional Resources

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**     **Social and Human Services**
**Career Cluster:**    **Human Services**

| AS | |
|---|---|
| CIP Number | 1451159901 |
| Program Type | College Credit |
| Standard Length | 60 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants<br>21-1094 Community Health Workers |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

## Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills. The program provides a foundation preparing individuals for further education and careers in the Human Services career cluster.

This program has six tracks designed to prepare students for employment as (1) human services specialists and practitioners, (2) chemical dependency specialists and practitioners and (3) youth service specialists and practitioners, (4) domestic violence specialists, (5) elder care assistant, SOC Code 21-1093 (Social and Human Services Assistants) or (6) community health worker  SOC Code 21-1094 (Community Health Worker) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, personal awareness, history and present status of mental health/human services movement, interdisciplinary human services roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, interpersonal communications, assessment, and evaluation.

**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:

**Social and Human Services Core: The Social and Human Services Core is a core of basic knowledge necessary for any Human Services career.**

01.0 Demonstrate a general knowledge and understanding of the human services delivery system and human services occupations.
02.0 Apply effective written and verbal communication.
03.0 Apply knowledge of wellness and disease concepts to real life situations.
04.0 Utilize information technology applications in human services.
05.0 Understand the importance of legal, ethical, and professional responsibilities.
06.0 Demonstrate proficiency in client assessment and evaluation.
07.0 Apply case management skills in real life situations.
08.0 Compare client intervention strategies and skills.

## Human Services Generalist Track I

09.0 Understand the risk factors that lead to human services intervention.
10.0 Examine the theories utilized in human services.
11.0 Display an understanding of treatment knowledge.
12.0 Demonstrate competencies of practice using various interventions.

## Addictions Track II

13.0 Demonstrate a general knowledge and understanding of the biological aspects of addiction.
14.0 Examine the theories, identification, and causes of addiction.
15.0 Apply an understanding of treatment knowledge.
16.0 Demonstrate competencies of practice using various interventions.

## Youth Development Track III

17.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
18.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
19.0 Demonstrate a general knowledge and understanding of community characteristics.
20.0 Demonstrate a general knowledge and understanding of family dynamics.
21.0 Understand how current social issues influence children/youth.
22.0 Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.

## Domestic Violence Track IV

23.0    Display an understanding of the dynamics of domestic violence.
24.0    Examine the theories, identification, and causes of domestic violence.
25.0    Understand the legal system's response to domestic violence and impact of legislation on programs and services.
26.0    Demonstrate effective assessment and intervention techniques in working with victims of domestic violence.

## Aging Track V

27.0    Display a general understanding of the psychological, physical, and social aspects of the aging process.
28.0    Examine how factors such as health, finances, and social roles influence familial role changes and independence.
29.0    Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect.
30.0    Demonstrate effective assessment and referral techniques in working with the elderly.

## Community Health Worker Track VI

31.0    Assess client/family needs, strengths, and resources.
32.0    Assist client/families in goal setting and achievement.
33.0    Educate client/families.
34.0    Establish client/family support system.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Social and Human Services**
**CIP Numbers:** **1451159901**
**Program Length:** **60 hours**
**SOC Code(s):** **21-1093, 21-1094**

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| **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:** | |
| **Human Services Core: The Human Services Core is a core of basic knowledge necessary for any Human Services career.** | |
| 01.0 | Demonstrate a general knowledge and understanding of the human services delivery system and human services occupations – the student will be able to: |
| | 01.01 Understand the general roles and responsibilities of the individual members of the human service team. |
| | 01.02 Understand the roles and responsibilities of the client within the human service delivery system. |
| | 01.03 Recognize factors that influence the current delivery system of human /social services |
| 02.0 | Apply effective written and verbal communication – the student will be able to: |
| | 02.01 Recognize the importance of courtesy and respect for clients and other human services workers. |
| | 02.02 Adapt communication and active listening skills to individuals with diverse backgrounds in ethnicity, age, economic status, sexual orientation, religion, etc. |
| | 02.03 Understand the barriers to effective communication in the client cohort. |
| | 02.04 Identify the limitations of subjective and objective information. |
| 03.0 | Apply knowledge of wellness and disease concepts to real life situations – the student will be able to: |
| | 03.01 Understand the adverse effects of the use of alcohol, illegal drugs, steroids and other high-risk behaviors on the human body. |
| | 03.02 Explain the basic concepts of positive self-image, wellness, and stress. |
| | 03.03 Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens. |
| | 03.04 Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases. |
| 04.0 | Utilize information technology applications in human services – the student will be able to: |
| | 04.01 Employ the use of computers in human services. |
| | 04.02 Define terms and demonstrate basic computer skills. |
| | 04.03 Recognize technology applications in human services. |
| | 04.04 Interpret information from electronic documents. |

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| | 04.05 | Identify methods of communication to access and distribute data such as fax, e-mail and internet. |
| 05.0 | Understand the importance of legal, ethical, and professional responsibilities – the student will be able to: | |
| | 05.01 | Demonstrate the use of procedures for accurate documentation and record keeping |
| | 05.02 | Understand the legal framework of the human services occupations including scope of practice legislation. |
| | 05.03 | Recognize practices that could results in malpractice, liability and/or negligence. |
| | 05.04 | Recognize and report abuse in accordance with the Florida law. |
| | 05.05 | Understand the appropriate use of self-disclosure. |
| | 05.06 | Analyze personal morals and values in relation to working in human services. |
| 06.0 | Demonstrate proficiency in client assessment and evaluation – the student will be able to: | |
| | 06.01 | Display ability to make accurate observations and related assessments. |
| | 06.02 | Assess crisis situations and implement appropriate actions. |
| | 06.03 | Identify client goals, support systems, and appropriate services. |
| | 06.04 | Demonstrate a general knowledge and understanding of the process and procedures of informed consent. |
| | 06.05 | Identify bio-psychosocial, spiritual and cultural needs of the client. |
| 07.0 | Apply case management skills in real life situations – the student will be able to: | |
| | 07.01 | Develop case management plans and a plan for implementation. |
| | 07.02 | Develop an appropriate treatment plan from initiation of treatment through discharge. |
| | 07.03 | Recognize when, where and how to refer clients to other professionals and or community resources. |
| | 07.04 | Demonstrate knowledge of existing community resources. |
| | 07.05 | Employ effective collaboration skills to best meet the needs of clients. |
| 08.0 | Compare client intervention strategies and skills – the student will be able to: | |
| | 08.01 | Display skills associated with rapport and trust building. |
| | 08.02 | Use terminology associated with psychological disorders. |
| | 08.03 | Demonstrate knowledge of evidence-based and theoretical client interventions |
| | 08.04 | Identify, with accuracy, basic assumptions of intervention techniques associated with current major therapeutic approaches. |
| | 08.05 | Apply knowledge of group facilitation and theory. |
| **Human Services Generalist Track I – This module prepares students for the occupational completion point of human services specialists.  Graduates will be eligible for employment as practitioners in vocational applications, which assist towards wholeness for** | | |

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| **individuals suffering from mental health and social deprivation and/or developmental disability.** | |
| 09.0 | Understand the risk factors that lead to human services intervention. |
| 10.0 | Examine the theories utilized in human services. |
| 11.0 | Display an understanding of treatment knowledge. |
| 12.0 | Demonstrate competencies of practice using various interventions. |
| **Addictions Studies Track II -- This module prepares human service practitioners/professionals to work with persons who have been affected by addictions.  Track I must be completed in addition to Track II.  Persons completing this program will be eligible for employment as addictions specialists and equivalent jobs.** | |
| 13.0 | Demonstrate a general knowledge and understanding of the biological aspects of addiction – the student will be able to: |
| | 13.01 Identify commonly abused substances and describe their effects on behavior. |
| | 13.02 Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse (i.e. dual diagnoses). |
| | 13.03 Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders. |
| 14.0 | Examine the theories, identification, and causes of addiction – the student will be able to: |
| | 14.01 Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use. |
| | 14.02 Examine subjective and objective measures to assess for addiction and problematic use. |
| | 14.03 Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments. |
| | 14.04 Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others. |
| | 14.05 Analyze the effect on family relationships caused by one or more members of the family members being involved in addiction. |
| 15.0 | Apply an understanding of treatment knowledge – the student will be able to: |
| | 15.01 Demonstrate a general knowledge and understanding of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. |
| | 15.02 Recognize the importance of family, social networks, and community systems in the treatment and recovery process. |
| | 15.03 Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice. |
| | 15.04 Recognize the value of an interdisciplinary approach to addiction prevention and treatment. |
| | 15.05 Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care. |
| 16.0 | Demonstrate competencies of practice using various interventions – the student will be able to: |
| | 16.01 Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence. |

| | 16.02 | Design helping strategies and treatment modalities to the client's stage of dependence, change, or recovery. |
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| | 16.03 | Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc. |
| | 16.04 | Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes. |
| | 16.05 | Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system. |
| | 16.06 | Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts. |
| **Youth Development Track III -- This module prepares human service practitioners/professionals to work with youth. Track I must be completed in addition to Track III. Persons completing this program will be eligible for employment as youth specialists and equivalent jobs.** | | |
| 17.0 | Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments – the student will be able to: | |
| | 17.01 | Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations. |
| | 17.02 | Distinguish between the asset and deficit models of adolescent development. |
| | 17.03 | Identify social problems unique to adolescent development. |
| | 17.04 | Identify characteristics of a successful youth organization. |
| | 17.05 | Design a youth program and intervention strategy consistent with the needs of youth and available resources. |
| | 17.06 | Evaluate programs based upon the needs of youth and available resources. |
| 18.0 | Examine the theories, principles and stages of typical human growth and development and the challenges of each stage – the student will be able to: | |
| | 18.01 | Compare differences among theoretical perspectives on human growth and development. |
| | 18.02 | Demonstrate an understanding of the varying influences on the domains of human development. |
| | 18.03 | Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan. |
| | 18.04 | Define and identify potential threats to normal human growth and development across the lifespan. |
| 19.0 | Demonstrate a general knowledge and understanding of community characteristics – the student will be able to: | |
| | 19.01 | Identify and recognize the cultural diversity of the community when providing human services. |
| | 19.02 | Demonstrate knowledge of agencies and resources that meet the needs of youth in the community. |
| 20.0 | Demonstrate a general knowledge and understanding of family dynamics – the student will be able to: | |
| | 20.01 | Demonstrate knowledge of how family factors can influence youth development. |
| 21.0 | Understand how current social issues influence children/youth – the student will be able to: | |
| | 21.01 | Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement. |

| | 21.02 | Recognize the social problems within society that affect children/youth. (i.e., crime, juvenile delinquency, socio-economics, etc.) |
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| 22.0 | Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program – the student will be able to: | |
| | 22.01 | Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community. |
| | 22.02 | Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability. |

**Domestic Violence Track IV -- This module prepares human service practitioners/professionals to work with persons who have been affected by domestic violence and with agencies and programs that provide prevention. Track I must be completed in addition to Track IV. Persons completing this program will be eligible for employment as domestic violence specialists and equivalent jobs.**

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| 23.0 | Display an understanding of the dynamics of domestic violence – the student will be able to: | |
| | 23.01 | Describe who is affected by domestic violence. |
| | 23.02 | Discuss the healthcare implications of domestic violence. |
| | 23.03 | Identify the different types of domestic violence. |
| | 23.04 | Identify the incidence and prevalence of domestic violence. |
| | 23.05 | Compare psychological impacts of domestic violence on women and children. |
| | 23.06 | Discuss the prevalence impact of domestic violence on male victims. |
| 24.0 | Examine the theories, identification, and causes of domestic violence – the student will be able to: | |
| | 24.01 | Understand the history and scope of domestic violence, theories of why people abuse, and the cycle of violence. |
| | 24.02 | Recognize the signs and symptoms of domestic violence. |
| | 24.03 | Explain the relevance of factors such as family history of violence, substance abuse, and medical and mental health in cause and continuation of violence. |
| | 24.04 | Identify issues relating to children who are at risk of exposure to domestic violence. |
| 25.0 | Understand the legal system's response to domestic violence and impact of legislation on programs and services – the student will be able to: | |
| | 25.01 | Identify and recognize ethical issues in family law as it pertains to domestic violence. |
| | 25.02 | Evaluate the benefits and shortcomings of the various legal remedies that are available to victims of domestic violence. |
| | 25.03 | Explore mandatory reporting and state and federal requirements (to include the Violence Against Women Act (VAWA) of 1994). |
| | 25.04 | Discuss the impact of legislation on programs and services for victims of domestic violence. |
| 26.0 | Demonstrate effective assessment and intervention techniques in working with victims of domestic violence – the student will be able to: | |
| | 26.01 | Contrast forms of crisis intervention and trauma responses. |
| | 26.02 | Understand the nature of screening for domestic violence and safety planning in order to improve client counseling. |
| | 26.03 | Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement. |

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| | 26.04 | Identify the community services available to support and protect victims of domestic violence. |
| | 26.05 | Model effective assessment and support techniques for intake, counseling, and termination. |
| **Aging Track V -- This module prepares human service practitioners/professionals to work with the aging population. Track I must be completed in addition to Track V.  Persons completing this program will be eligible for employment as elder care assistant and equivalent jobs.** | | |
| 27.0 | Display a general understanding of the psychological, physical, and social aspects of the aging process – the student will be able to: | |
| | 27.01 | Discuss the psychological changes that may occur with aging such as issues with self-esteem, regret, depression, and loneliness. |
| | 27.02 | Discuss the physical changes that may occur with aging such as appearance, strength, stamina, cognition, and resistance. |
| | 27.03 | Identify ways to maximize psychological health in the aging process. |
| | 27.04 | Discuss the impact of ethnicity, gender, and spirituality in the aging process. |
| 28.0 | Examine how factors such as health, finances, and social roles influence familial role changes and independence – the student will be able to: | |
| | 28.01 | Discuss the impact of the role reversal between parent and child on both parties. |
| | 28.02 | Discuss the relationships with doctors and case managers and the impact of the healthcare industry on the elderly. |
| | 28.03 | Identify potential risk factors in planning for retirement, health care costs, adequacy of savings for retirement, and financing of long term care. |
| | 28.04 | Analyze grief reactions such as the stages of death and dying. |
| | 28.05 | Identify issues relating to sexual functioning, intimacy, and affection for older adults. |
| 29.0 | Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect – the student will be able to: | |
| | 29.01 | Define the different kinds of abuse and neglect of the elderly (physical, sexual, psychological, neglect, abandonment, financial or material exploitation, and self-neglect). |
| | 29.02 | Identify symptoms of caregiver stress that could lead to abuse or neglect. |
| | 29.03 | Identify ways to prevent abuse and neglect. |
| | 29.04 | Recognize signs of abuse and neglect. |
| | 29.05 | Identify steps to proper reporting of elder abuse and neglect. |
| 30.0 | Demonstrate effective assessment and referral techniques in working with the elderly– the student will be able to: | |
| | 30.01 | Model effective assessment and support techniques for intake, counseling, and referring of the elderly. |
| | 30.02 | Discuss the role of community services and social support groups in aging. |
| | 30.03 | Identify services designed to help older adults cope with dying, death, bereavement, and other psychological challenges of aging. |
| | 30.04 | Identify services designed to help with cognitive and physical ailments that are specific to the elderly. |
| | 30.05 | Identify services designed to help family members of the elderly. |

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| **Community Health Worker Track VI -- This module prepares human service practitioners/professionals to work in community health. Track I must be completed in addition to Track VI. Persons completing this program will be eligible for employment as community health workers and equivalent jobs.** | |
| 31.0 | Assess family needs, strengths, and resources – the student will be able to: |
| 31.01 | Apply typical methods used for assessment and screening to assess a client/family's strengths and areas of need. |
| 31.02 | Distinguish between the strengths-based and deficit models of family development |
| 31.03 | Assess family's immediate environment, including living conditions, housing stability, risk for substance abuse, child abuse & neglect, domestic violence |
| 31.04 | Recognize barriers to services and access appropriate resources to care. |
| 32.0 | Assist families in goal setting and achievement – the student will be able to: |
| 32.01 | Explore family goals and assist families in prioritizing. |
| 32.02 | Assist client/family in developing a plan with measurable goals and assist the family in monitoring the implementation of the plan. |
| 32.03 | Provide client/family-centered care and family-directed services. |
| 33.0 | Educate families – the student will be able to: |
| 33.01 | Educate clients/families regarding available community agencies and resources. |
| 33.02 | Provide culturally appropriate information and social supports to members of the community seeking health/social services. |
| 33.03 | Educate families in how to advocate for themselves within systems. |
| 34.0 | Establish family support system – the student will be able to: |
| 34.01 | Assess support provided by family members, neighbors and friends. |
| 34.02 | Assist clients/family to develop skills to increase their own capacity to access needed health/social services. |
| 34.03 | Refer families to support groups (e.g., parenting, substance abuse, counseling, spiritual, etc.). |

**Laboratory Activities**

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

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

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

**Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**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:

Addiction Services (0451159901) – 24 credits
Aging Services (0451159902) – 18 credits
Community Health Worker (0451159903) – 18 credits
Domestic Violence Services (0451159904) – 18 credits
Human Services Generalist (0451159905) – 18 credits
Youth Development Services (0451159906) – 18 credits

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

**Additional Resources**

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

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Cosmetology**
**Program Type:** **Career Preparatory**
**Career Cluster:** **Human Services**

| PSAV | |
|---|---|
| Program Number | D500100 |
| CIP Number | 0612040102 |
| Grade Level | 30, 31 |
| Standard Length | 1200 hours |
| Teacher Certification | COSMETOL @7    7G<br>PERS SERV @7    7G |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5012  Hairdresser, Hairstylists, and Cosmetologists |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level | Mathematics:  8<br>Language:     8<br>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 Human Services  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 Human Services career cluster.  This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Cosmetology program is prepared for employment as a licensed Hairdressers, Hairstylists, and Cosmetologists (SOC 39-5012).  Instruction is designed to qualify students for employment upon successfully obtaining a Cosmetology license.

The content includes, but is not limited to:  communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry;

bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

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

## Program Structure

This program consists of a one occupational completion point.  Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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 | CSP0009 | Grooming and Salon Services Core, Facials and Nails | 225 hours | 39-5012 |
|   | COS0002 | Cosmetologist and Hairdresser 1 | 300 hours | |
|   | COS0003 | Cosmetologist and Hairdresser 2 | 300 hours | |
|   | COS0009 | Cosmetologist and Hairdresser 3 | 375 hours | |

## Regulated Programs

Students wishing to complete the Cosmetology program, OCP A – Hairdresser and Cosmetologist, shall complete the requirements listed in Rule 61G5-22 that outline the basic curriculum which shall be used in cosmetology schools in the State of Florida.  This curriculum includes definitions, level of acceptable competency, knowledge of Florida law, and sanitation and sterilization practices.  Additional curriculum requirements are listed in the table below:

*Optional curricula may* *include beauty salon*
*management as outlined* *in 61G5-22.014, F.A.C.*
*This curriculum is not* *mandatory for the*
*certification examination.*

| Rule Cite | Number and Type of Service Required |
| --- | --- |
| 61G5-22.006, F.A.C. | Ten (10) facials including skin care and hair removal |
| 61G5-22.0125, F.A.C. | Twenty (20) manicuring/pedicuring/nail extension services |
| 61G5-22.007, F.A.C. | Seventy-five (75) hair shaping services |
| 61G5-22.008, F.A.C. | Forty-five (45) scalp treatments and hair care rinses |
| 61G5-22.009, F.A.C. | Fifty (50) shampoos and rinses |
| 61G5-22.010, F.A.C. | Three hundred (300) hair arranging/styling services |
| 61G5-22.011, F.A.C. | Forty-five (45) hair coloring services |
| 61G5-22.012, F.A.C. | Sixty-five (65) chemical waving and relaxing/straightening services |

## 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

01.0   Identify career opportunities.
02.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
03.0   Employ safe, sanitary and efficient work practices.
04.0   Demonstrate language arts knowledge and skills.
05.0   Demonstrate mathematics knowledge and skills.
06.0   Demonstrate science knowledge and skills.
07.0   Explain the importance of employability skill and entrepreneurship skills.
08.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
09.0   Demonstrate personal money-management concepts, procedures, and strategies.
10.0   Describe the importance of professional ethics and legal responsibilities.
11.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
12.0   Use information technology tools.
13.0   Solve problems using critical thinking skills, creativity and innovation.
14.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
15.0   Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
16.0   Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measured and predicted.  Demonstrate proper procedure and application of chemicals.
17.0   Identify shampoo/hair conditioners and scalp treatments.  Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders.  Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other.  Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin.  Demonstrate application of shampoo, manipulations and rinsing.
18.0   Identify and perform hair shaping (cutting).  Identify and analyze spheres and dimensional shapes using visualization.  Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client.  Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
19.0   Identify and perform hairstyles.  Identify and analyze spheres and dimensional shapes using visualization.  Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client.  Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
20.0   Identify and prepare hairpieces, wigs and hair attachments.  Identify and analyze spheres and dimensional shapes using visualization.  Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client.  Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
21.0   Identify and perform permanent waving/reconstruction and curl/ chemical relaxing.  Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin.  Be able to demonstrate proper procedure and application of chemicals.
22.0   Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.  Identify the proper chemical to be prescribed.  Understand the chemicals that affect the hair shaft and skin and be able to describe, measure, and predict chemical reactions.  Demonstrate proper procedures including the measurement, mixing and application of chemicals.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:**    **Cosmetology**
**PSAV Number:**    **D500100**

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| **Course Number:  CSP0009** **Occupational Completion Point:  A** **Grooming and Salon Services Core, Facials and Nails – 225 Hours – SOC Code 39-5012** | |
| 01.0 | Identify career opportunities – the student will be able to: |
| | 01.01   Identify career opportunities in the grooming and salon services field. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to: |
| | 02.01   Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| | 02.02   Explain emergency procedures to follow in response to workplace accidents. |
| | 02.03   Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices – the student will be able to: |
| | 03.01   Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |
| | 03.02   Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions. |
| | 03.03   Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. |
| | 03.04   Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| | 03.05   Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails.  Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate language arts knowledge and skills – the students will be able to: |
| | 04.01   Locate, comprehend and evaluate key elements of oral and written information. |
| | 04.02   Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. |
| | 04.03   Present information formally and informally for specific purposes and audiences. |

| 05.0 | Demonstrate mathematics knowledge and skills – the students will be able to: | |
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| | 05.01 | Identify math skills as it applies to grooming and salon services. |
| | 05.02 | Demonstrate knowledge of arithmetic operations. |
| | 05.03 | Analyze and apply data and measurements to solve problems and interpret documents. |
| | 05.04 | Construct charts/tables/graphs using functions and data. |
| 06.0 | Demonstrate science knowledge and skills – the students will be able to: | |
| | 06.01 | Discuss the role of creativity in constructing scientific questions, methods and explanations. |
| | 06.02 | Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. |
| | 06.03 | Identify science as it applies to decontamination and infection control. |
| | 06.04 | Identify chemistry as it applies to products used in the salon. |
| | 06.05 | Identify science as it applies to anatomy and physiology. |
| | 06.06 | Identify science as it applies to electricity and light therapy to perform appropriate treatment. |
| 07.0 | Explain the importance of employability skill and entrepreneurship skills – the students will be able to: | |
| | 07.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| | 07.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| | 07.03 | Examine licensing, certification, and industry credentialing requirements. |
| | 07.04 | Maintain a career portfolio to document knowledge, skills, and experience. |
| | 07.05 | Evaluate and compare employment opportunities that match career goals. |
| | 07.06 | Identify and exhibit traits for retaining employment. |
| | 07.07 | Identify opportunities and research requirements for career advancement. |
| | 07.08 | Research the benefits of ongoing professional development. |
| | 07.09 | Examine and describe entrepreneurship opportunities as a career planning option. |
| | 07.10 | Project a professional image. |

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| | 07.11 | Work individually and cooperatively as a member of a homogenous or culturally diverse team. |
| | 07.12 | Utilize communication skills applicable to the industry. |
| | 07.13 | Balance personal and professional life. |
| | 07.14 | Use and conserve resources and energy. |
| | 07.15 | Define entrepreneurship-management skills. |
| | 07.16 | Describe the importance of entrepreneurship to the American economy. |
| | 07.17 | List the advantages and disadvantages of business ownership. |
| | 07.18 | Identify the risks involved in ownership of a business. |
| | 07.19 | Identify the necessary personal characteristics of a successful entrepreneur. |
| | 07.20 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 08.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to: | |
| | 08.01 | Employ leadership skills to accomplish organizational goals and objectives. |
| | 08.02 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| | 08.03 | Conduct and participate in meetings to accomplish work tasks. |
| | 08.04 | Employ mentoring skills to inspire and teach others. |
| 09.0 | Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to: | |
| | 09.01 | Identify and describe the services and legal responsibilities of financial institutions. |
| | 09.02 | Describe the effect of money management on personal and career goals. |
| | 09.03 | Develop a personal budget and financial goals. |
| | 09.04 | Complete financial instruments for making deposits and withdrawals. |
| | 09.05 | Maintain financial records. |
| | 09.06 | Read and reconcile financial statements. |
| | 09.07 | Research, compare and contrast investment opportunities. |

| 10.0 | Describe the importance of professional ethics and legal responsibilities – the students will be able to: | |
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| | 10.01 | Demonstrate working knowledge of Florida Law, Chapter 477. |
| | 10.02 | Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. |
| | 10.03 | Describe "Right-to-Know" Law as recorded in (29 CFR-1910.1200). |
| | 10.04 | Evaluate and justify decisions based on ethical reasoning. |
| | 10.05 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| | 10.06 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| | 10.07 | Interpret and explain written organizational policies and procedures. |
| 11.0 | Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to: | |
| | 11.01 | Describe the nature and types of business organizations. |
| | 11.02 | Explain the effect of key organizational systems on performance and quality. |
| | 11.03 | List and describe quality control systems and/or practices common to the workplace. |
| | 11.04 | Explain the impact of the global economy on business organizations. |
| 12.0 | Use information technology tools – the students will be able to: | |
| | 12.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| | 12.02 | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| | 12.03 | Employ computer operations applications to access, create, manage, integrate, and store information. |
| | 12.04 | Employ collaborative/groupware applications to facilitate group work. |
| 13.0 | Solve problems using critical thinking skills, creativity and innovation – the students will be able to: | |
| | 13.01 | Employ critical thinking skills independently and in teams to solve problems and make decisions. |
| | 13.02 | Employ critical thinking and interpersonal skills to resolve conflicts. |
| | 13.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| | 13.04 | Conduct technical research to gather information necessary for decision-making. |

| 14.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to: |
|------|------|
| | 14.01  Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. |
| | 14.02  Locate, organize and reference written information from various sources. |
| | 14.03  Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. |
| | 14.04  Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| | 14.05  Apply active listening skills to obtain and clarify information. |
| | 14.06  Develop and interpret tables and charts to support written and oral communications. |
| | 14.07  Exhibit public relations skills that aid in achieving customer satisfaction. |
| 15.0 | Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals (students are only required to perform 20 nails procedures to obtain a cosmetology license, refer to rule 61G5-22.0125) – the student will be able to: |
| | 15.01  Clean and maintain implements by using appropriately mixed chemicals (EPA approved and hospital grades) and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C.  Assemble, set up, and operate equipment according to manufacturer's instructions. |
| | 15.02  Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail.  Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. |
| | 15.03  Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. |
| | 15.04  Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. |
| | 15.05  Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. |
| | 15.06  Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet. |
| | 15.07  Prepare the natural nail for the application of an artificial nail by utilizing knowledge of anatomy of nails and hands and product reaction on the nails. |
| | 15.08  Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions. |
| | 15.09  Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails. |
| | 15.10  Demonstrate the correct application procedure of nail forms and caps by following all safety and sanitation procedures. |

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| | 15.11 | Correctly apply artificial material to the natural nail following all safety and sanitation procedures for nails and diseases and disorders.  Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of angles and shapes to mold into a natural looking nail.  Follow all manufacturers' directions. |
| | 15.12 | Following all manufactures directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and or to the full natural nail.  Demonstrate knowledge of diseases and disorders of the nail and relationships of size to mold the artificial nail into a natural looking nail. |
| | 15.13 | Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail. |
| | 15.14 | Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client.  Demonstrate ability create artful scenes on a minute surface. |
| | 15.15 | Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance. |
| 16.0 | | Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted.  Demonstrate proper procedure and application of chemicals (students are only required to perform 10 facial procedures to obtain a cosmetology license, refer to rule 61G5-22.006) – the student will be able to: |
| | 16.01 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. |
| | 16.02 | Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck. |
| | 16.03 | Demonstrate knowledge of available treatments and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. |
| | 16.04 | Demonstrate ability and knowledge to properly do a final cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin. |
| | 16.05 | Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur. |
| | 16.06 | Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. |
| | 16.07 | Shape eyebrows by tweezing and waxing incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs. |
| | 16.08 | Apply make-up based on the client's needs and desires, using proper safety procedures and appropriate application procedures and products, and utilizing knowledge of color theory and chemical reactions to the skin before application. |

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| **Course Number:  COS0002** |
| **Occupational Completion Point:  A** |
| **Hairdressers, Hairstylists, and Cosmetologists – 300 Hours – SOC Code 39-5012** |
| 17.0   Identify shampoo/hair conditioners and scalp treatments.  Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders.  Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other.  Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing – THE student will be able to: |

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| | 17.01 | Prepare the client for service. |
| | 17.02 | Analyze and evaluate the hair's chemical composition and structure. |
| | 17.03 | Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client's needs. |
| | 17.04 | Understand the chemical reaction of the shampoo molecule on the hair and scalp and utilize proper manipulations. |
| | 17.05 | Rinse shampoo thoroughly from hair and scalp. Understand the chemical reaction of shampoo with water composition, temperature and electrostatic force of each. |
| | 17.06 | Identify different compositions of conditioners. Utilize problem solving skills determine the appropriate products and applications to communicate an understanding of factors that influence the choice of products to meet client's needs. |
| | 17.07 | Apply treatment or conditioner according to manufacturer's directions. |
| | 17.08 | Demonstrate the proper manipulation based on the scalp analysis and client consultation. |
| | 17.09 | Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays). Have working knowledge of the effects of electricity and light as it deals with the scalp chemically and physically. Utilize problem-solving skills to determine the proper procedure to meet client's needs. |
| | 17.10 | Remove conditioner or treatment, if required. Understand the chemical reaction of conditioners/treatments with the water, manufacturing recommendations, and client's needs. |
| 18.0 | | Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs – the student will be able to: |
| | 18.01 | Select and utilize hair cutting implements and techniques using scissors, razors, clippers, texturizing implements and utilizing universal precautions. Select proper implements, identify implement parts, and utilize implements properly by using knowledge of hair structure and condition of the hair. |
| | 18.02 | Make a decision using active listening and knowledge of hair to determine desired implementation and results. Divide the head into sections according to head structure of client for desired haircut (dry/wet). Use appropriate elevation and proceed with hair cut to obtain desired results, (solid form, graduated, layered, over-directed and combinations thereof). |
| | 18.03 | Edge and clean neckline using the bone structure of the head and texture of the hair to the appropriate shape and length, using the razor, clipper or scissors. |
| | 18.04 | Check completed haircut for blends by analyzing the relationship between the hair remaining on the client's head to the stature of the client using the different degree of elevation of hair. |
| | 18.05 | Decontaminate, and maintain cutting implements using appropriately mixed chemicals (EPA approved and hospital grade) and following the manufacturer's directions and the procedure for decontamination of tools per 61G5-22.005, F.A.C. |

| | **Course Number: COS0003** |
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| | **Occupational Completion Point: A** |
| | **Hairdressers, Hairstylists, and Cosmetologists – 375 Hours – SOC Code 39-5012** |
| 19.0 | Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing hairstyles on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs – the student will be able to: |
| | 19.01 Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs by demonstration of knowledge of planes, angles, anatomy and law of color. |
| | 19.02 Perform "wet set" using principles of design (i.e. hair sculpturing, rollers and finger waves). |
| | 19.03 Set up equipment and perform thermal styling using electric rollers, blow dryers, flat irons, curling irons, crimping irons, pressing combing, using principles of design. |
| | 19.04 Demonstrate the principles of styling the client's hair utilizing knowledge of anatomy, angles and planes in "combing-out" various hairstyles. |
| | 19.05 Demonstrate knowledge of braiding natural hair techniques by utilizing knowledge of anatomy and mathematics. |
| | 19.06 Demonstrate ability in styling individual hairpieces by utilizing knowledge of chemistry, angles, planes. |
| | 19.07 Demonstrate ability to create hairstyles by incorporating, attaching and blending hairpieces into the desired hairstyle. |
| 20.0 | Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs – the student will be able to: |
| | 20.01 Determine and identify the geometric shapes of artificial hair, including wigs and hairpieces. Calculate the relationships of color theory and its chemical make-up necessary to achieve the desired result. |
| | 20.02 Measure client's head form as it relates to the similarity and proportionality of the individual wig or hairpiece. |
| | 20.03 Cleanse and cut artificial hair utilizing chemical theory and practical application necessary to achieve the desired result. |
| | 20.04 Secure and intertwine artificial hair to the scalp or hair using chemical bonding compound or by interlocking with a needle or hook to achieve the desired style. |

| | **Course Number: COS0009** |
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| | **Occupational Completion Point: A** |
| | **Hairdressers, Hairstylists, and Cosmetologists – 300 Hours – SOC Code 39-5012** |
| 21.0 | Identify and perform permanent waving, reconstructed curl and chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. Be able to demonstrate proper procedure and application of chemicals – THE student will be able to: |
| | 21.01 Analyze scalp and hair for skin or hair disease or disorders to avoid adverse reaction and determine that proper chemical for the client. |

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| | 21.02 | Select appropriate solution and strength, by measuring and mixing, according to hair texture and desired results. |
| | 21.03 | Demonstrate knowledge of chemical and physical changes. |
| | 21.04 | Demonstrate knowledge of possible adverse chemical reactions to the skin.  Apply a protective barrier cream to avoid client injury. |
| | 21.05 | Apply the proper chemicals required for a rearranger or chemical relaxer to achieve desired result. |
| | 21.06 | Demonstrate knowledge of the chemical reaction of chemical relaxer or reconstructive curl to determine the necessary processing time. |
| | 21.07 | Read, analyze and perform rinsing or shampooing as per manufacturer's instructions to avoid adverse chemical reactions. |
| | 21.08 | Demonstrate knowledge of the proper selection of rods and wrapping techniques to achieve desired results. |
| | 21.09 | Demonstrate the ability to apply the processing solution for the appropriate time and perform test curl. |
| | 21.10 | Demonstrate the ability to rinse, blot, shampoo, and/or neutralize all chemical solutions. |
| | 21.11 | Demonstrate the ability to remove rods and apply knowledge of chemicals to condition, normalize and style hair to the desired result and to record the results. |
| | 21.12 | Demonstrate chemical knowledge and application of leave-in treatments and record the results. |
| 22.0 | Identify and apply temporary, semi-permanent, permanent color, bleach and specialty color techniques.  Identify the proper chemical to be prescribed.  Understand the chemicals that affect the hair shaft and skin.  Identify, measure, and predict chemical reactions.  Demonstrate proper procedure and application of chemicals – the student will be able to: | |
| | 22.01 | Perform an FDA mandated patch test (predisposition, skin, and allergy test), to determine client sensitivity to product.  Decide whether to apply patch test and use appropriate application procedure.  Mix chemicals following manufacturer's directions. |
| | 22.02 | Demonstrate the practice of effective draping of the client to insure safety in the workplace and community.  Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs. |
| | 22.03 | Describe, observe, identify and analyze the functions, structures, diseases and disorders of the scalp and hair. |
| | 22.04 | Analyze the hair's texture, density, elasticity, porosity and condition to determine the appropriate solutions needed to perform the service and obtain the desired results.  Select and assemble all needed materials after analysis. |
| | 22.05 | Divide the hair into appropriate sections to visualize the scalp for proper application of product. |
| | 22.06 | Mix, if required, and apply appropriate color, toner, and/or bleach according to manufacturer's directions.  Use proper safety equipment to safeguard the student, operator, and client. |
| | 22.07 | Perform a strand test to determine desired color using proper procedures.  Follow all safety and sanitation procedures. |
| | 22.08 | Identify and perform specialty-coloring techniques using the knowledge of ratios and proportions to analyze the density and texture of the client's hair and determine the techniques needed to properly section and apply product. |
| | 22.09 | Choose the appropriate shampoo to cleanse the hair using knowledge of shampoo chemistry before or after applying color according to manufacturer's instructions.  Remove unwanted color stains on the skin if needed using appropriate products and |

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| | complete the client consultation card. |
| 22.10 | Analyze the hair to determine if a conditioner or normalizing conditioner is needed either before or after shampooing using the knowledge of the chemistry of conditioners.  Follow manufacturer's directions.  Complete the client consultation card. |

# Additional Information

## Laboratory Activities

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

## Special Notes

N/A

## Career and Technical Student Organization (CTSO)

SkillsUSA, 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.

## 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 8, Language 8 and Reading 9.  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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## Accommodations

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Advanced Esthetics**
**Program Type:** **Career Preparatory**
**Career Cluster:** **Human Services**

| | PSAV |
|---|---|
| Program Number | D500200 |
| CIP Number | 0612040902 |
| Grade Level | 30,31 |
| Standard Length | 600 hours |
| Teacher Certification | COSMETOL @7    7 G<br>FACIAL TEC 7 G<br>PERS SERV @7    7 G |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5094 Skin Care Specialists |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level | Mathematics:          8<br>Language:              8<br>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 Human Services 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 Human Services career cluster.

This program is a continuation of the Facials/Skin Care Specialist program.  A student completing the Advanced Esthetics program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094) within the spa industry, medical offices including dermatologic and plastic surgeons, and the new medi spa industry.   The program is designed for registered Facials/Skin Care Specialist who would like to add training to update their skills and become current with the new trends in the field of esthetics.  It will help meet rising consumer demand for personalized care and therapeutic treatment by highly skilled skin care professionals.

The content includes, but is not limited to:  communication, leadership, human relations, and employability skills; safe and efficient work practices; Florida cosmetology law and rules; spa therapies; chemical peels; exfoliators; microdermabrasion equipment; advanced esthetics; advanced European treatments; and esthetics chemistry.  Students will also become familiar with appropriate medical terminology and first aid.  Nutrition and its effects on the body and appearance will also be studied.

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

## Program Structure

This program consists of a one occupational completion point.  Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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 | CSP0105 | Advanced Skin Care I | 150 hours | 39-5094 |
| | CSP0106 | Advanced Skin Care II | 150 hours | |
| | CSP0264 | Facial Treatments | 150 hours | |
| | CSP0930 | Specialty Topics | 60 hours | |
| | CSP0505 | Ethical Business Practices | 30 hours | |
| | CSP0940 | Internship | 60 hours | |

## Regulated Programs

This program is designed for registered Facials/Skin Care Specialist within the State of Florida who wish to enhance their skillset in order to be employable by the spa industry, medical offices including dermatology and plastic surgery, and the new medi spa industry.

## 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 knowledge and understanding of principles found in advanced bacteriology.
02.0    Demonstrate knowledge and understanding of advanced electrical equipment and their usage and purpose within the esthetics field.
03.0    Demonstrate understanding of the field of advanced techniques and procedures with emphasis on medical terminology and bodily health.
04.0    Demonstrate a clear understanding of cosmetic surgery and the esthetician.
05.0    Demonstrate a clear understanding of Botox®, dermal fillers and sclerotherapy.
06.0    Demonstrate and have a working knowledge of how to build your medi spa business.
07.0    Demonstrate advanced knowledge of skin and its physiology and histology as a basic requirement of knowledge for the advanced skin care professional.
08.0    Demonstrate the usage of products in the field of advanced esthetics.
09.0    Demonstrate the techniques, precautions and procedures of mask application.
10.0    Demonstrate understanding of the field of microdermabrasion techniques, precautions and procedures.
11.0    Demonstrate competence in the field of chemical peel techniques, precautions, and procedures.
12.0    Demonstrate a strong foundation of treatment plans for individual client needs which ensures an optimal outcome in skin care.
13.0    Demonstrate understanding of specialty topic, their legal and regulatory implications, and be able to apply this knowledge in the work setting.
14.0    Develop entrepreneurial business practices.
15.0    Demonstrate working knowledge of the industry itself.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:**     **Advanced Esthetics**
**PSAV Number:**       **D500200**

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| **Course Number:  CSP0105**<br>**Occupational Completion Point:  A**<br>**Advanced Skin Care I-Esthetician – 150 Hours – SOC Code 39-5094** | |
| 01.0 | Demonstrate knowledge and understanding of principles found in advanced bacteriology – the student will be able to: |
| 01.01 | Demonstrate basic understanding of the importance of sanitary precautions in the work environment. |
| 01.02 | Demonstrate basic knowledge of bacteria according to State Board of Cosmetology.  Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. (NOTE:  Staph and MRSA must be reviewed) |
| 01.03 | Students will be able to follow procedures for decontamination of tools per 61G5-22.002 F.A.C. |
| 01.04 | Be able to prepare clients and assemble sanitized materials. |
| 01.05 | Describe, observe, identify, and analyze the functions, structures, and diseases and disorders of skin. |
| 01.06 | Demonstrate and communicate to the client the proper care of skin, through cleanliness, nutrition, and healthy living. |
| 01.07 | Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| 02.0 | Demonstrate knowledge and understanding of advanced electrical equipment and their usage and purpose within the esthetics field – the student will be able to: |
| 02.01 | Explain the principles of electricity as used within the esthetics field. |
| 02.02 | Have a clear understanding of electric modalities and benefits. |
| 02.03 | Be able to identify appropriate equipment based on the identification of bone structure, face shapes, and fashion trends to fulfill client's needs and desires. |
| 02.04 | Have a clear understanding of the proper use of equipment and proper treatment protocols concerning advanced care. |
| 02.05 | Be able to set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays). |
| 02.06 | Have a clear understanding of the safety and the use of all equipment and machines in a medi spas environment. |
| 02.07 | Describe the effects of electricity and light as it deals with the skin chemically and physically. |

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| | 02.08 | Define the basics of atoms, neutrons, and electrons as it applies to the esthetics field. |
| | 02.09 | Explain the difference between mechanical and chemical exfoliation medical grades. |
| | 02.10 | Have a clear working knowledge of galvanic and iontophoresis of serum concentrates. |
| | 02.11 | Have a clear working knowledge of high frequency applications and techniques. |
| | 02.12 | Demonstrate an understanding of advanced face and body treatments in accordance with state guidelines. |
| | 02.13 | Utilize problem-solving skills to determine the proper procedure to meet client's needs. |
| 03.0 | Demonstrate understanding of the field of advanced techniques and procedures with emphasis on medical terminology and bodily health – the student will be able to: | |
| | 03.01 | Know and place in context with the esthetics industry a brief history of medicine. |
| | 03.02 | Know some major contributions to the medical field involving issues within the esthetics industry. |
| | 03.03 | Know the history of medical terminology as it pertains to the esthetics industry. |
| | 03.04 | Identify and define proper medical terminology as it pertains to the esthetics industry. |
| | 03.05 | Understand and identify common drug side effects used within the esthetics industry. |
| | 03.06 | Demonstrate an understanding of how prescription and illegal drugs affect the skin. |
| | 03.07 | Demonstrate the effect of drugs on skin conditions such as acne and how others can cause dryness and allergic reactions on the skin's surface. |
| | 03.08 | Explain to clients the effects of drugs and how they interfere with the body's intake of oxygen thus effecting healthy cell growth. |
| | 03.09 | Explain the effect of lifestyles and the impact on the health of the skin. |
| 04.0 | Demonstrate a clear understanding of cosmetic surgery and the esthetician – the student will be able to: | |
| | 04.01 | Identify and demonstrate a clear understanding of post- and pre-op surgical procedures under a physician's supervision. |
| | 04.02 | Identify which procedures a Facial/Skin Care Specialist by Florida Statute/Rule can perform under a doctor's supervision. |
| | 04.03 | Identify surgical procedures that can be performed by plastic surgeons and dermatologists only. |
| | 04.04 | Understand and apply protocols involved with patient recovery. |
| | 04.05 | Understand and apply working knowledge of wound care for proper healing of surgical procedures. |
| | 04.06 | Explain career opportunities that are available in the medi spas side of esthetics. |

| 05.0 | Demonstrate a clear understanding of Botox®, dermal fillers and sclerotherapy – the student will be able to: |
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| | 05.01  Explain the history of Botox® and other dermal fillers. |
| | 05.02  Explain the benefits of Botox® and dermal fillers. |
| | 05.03  Explain the importance of training as it pertains to Botox® and dermal fillers. |
| | 05.04  Identify the licensure and liability issues associated with Botox® and other injectables. |
| 06.0 | Demonstrate and have a working knowledge of how to build your medi spas business – the student will be able to: |
| | 06.01  Identify and define a medi spas clinical setting and the services that are performed in that setting. |
| | 06.02  Understand the importance of innovation within the medi spas industry. |
| | 06.03  Describe how medi spas integrate surgical and nonsurgical procedures. |
| | 06.04  Describe how medi spas monitor patient recovery. |
| | 06.05  Discuss how medi spas organize and monitor medi spas treatments and which must be under the care and supervision of a physician. |
| | 06.06  Explain the licensure and liability issues associated with the medi spas industry and how corporations use this industry for preventative care options. |

**Course Number:  CSP0106**
**Occupational Completion Point:  A**
**Advanced Skin Care II-Esthetician – 150 Hours – SOC Code 39-5094**

| 07.0 | Demonstrate advanced knowledge of skin and its physiology and histology as a basic requirement of knowledge for the advanced skin care professional – the student will be able to: |
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| | 07.01  Demonstrate advanced knowledge of skin, its physiology and histology. |
| | 07.02  Be able to identify and explain the basic layers of the skin. |
| | 07.03  Be able to identify the effects of hormones on the skin. |
| | 07.04  Describe the function of the skin and how it gets its color through melanin. |
| | 07.05  Define and have an understanding of collagen and elasticity. |
| | 07.06  Demonstrate a clear understanding of the dermatological treatment of sun damage and sun protection of the skin. |
| | 07.07  Explain the aging process of the skin. |
| | 07.08  Have a clear understanding of free radical damage. |

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| | 07.09 | Be able to identify the structures, functions and disorders of the skin and be able to advise on a wide variety of appropriate protocols. |
| | 07.10 | Distinguish between different types of chronic disorders of the skin and suggestions on appropriate protocols. |
| | 07.11 | Describe the changes in skin (normal, oily, dry, and combination) in advanced skin care protocols. |
| 08.0 | Demonstrate the usage of products in the field of advanced esthetics – the student will be able to: | |
| | 08.01 | Identify skin type and aging classifications with treatment plans in mind for proper protocol specific to both male and female clients. |
| | 08.02 | Describe the basic products used in advanced facials. |
| | 08.03 | Recognize and understand the benefits of many ingredients. |
| | 08.04 | Understand product chemistry and product components in formulating advanced skin care products. |
| | 08.05 | List and describe the main categories of advanced professional skin care products, *e.g.* derma fillers, medical grade chemical peels, keratolytic agents, etc. |
| | 08.06 | Be able to understand and apply different product formulations for different skin types. |
| | 08.07 | Explain FDA regulations regarding cosmetic claims and product safety. |
| | 08.08 | Have a clear understanding of the history of aromatherapy and spa therapies. |
| | 08.09 | Be able to appropriately use aromatherapy oils. |
| | 08.10 | Know and apply safety precautions regarding use of aromatherapy oils within the esthetics industry. |
| 09.0 | Demonstrate the techniques, precautions and procedures of mask application – the student will be able to: | |
| | 09.01 | Demonstrate a clear understanding of mask application. |
| | 09.02 | Communicate skills and knowledge of mask treatment protocols to others. |
| | 09.03 | Demonstrate preparation and procedures for advanced facial mask techniques. |
| | 09.04 | Identify treatments for different skin conditions which include dryness, oiliness, or redness and the appropriate mask formula which will work best for these skin types. |
| | 09.05 | Understand contraindications and indications of facial treatments with the use of masks. |
| | 09.06 | Be able to describe, observe, identify and analyze the functions, structures, and diseases and disorders of skin. |
| | 09.07 | Have a clear understanding of sanitization and sterilization in reference to advanced mask (e.g., medical-grade) usage and safety procedures for all forms of decontaminations and autoclave. |
| | 09.08 | Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |

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| | 09.09 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions. |
| | 09.10 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per 61G5-22.002 Florida Administrative Code (F.A.C.). |
| | 09.11 | Demonstrate and communicate to the client the proper care of skin through cleanliness, nutrition, and healthy living. |
| 10.0 | Demonstrate understanding of the field of microdermabrasion techniques, precautions and procedures – the student will be able to: | |
| | 10.01 | Summarize the history of microdermabrasion. |
| | 10.02 | Understand the value of clinical training for microdermabrasion. |
| | 10.03 | Know and apply the Florida Administrative Code (F.A.C.), regulations and insurance requirements for licensure which apply to equipment used in the field of microdermabrasion. |
| | 10.04 | Know and be able to apply indications, applications, contraindications, and mechanism of action of microdermabrasion. |
| | 10.05 | Understand the benefits of the use of microdermabrasion and patient recovery time under physician care. |
| | 10.06 | Be able to identify various career options available with microdermabrasion. |
| | 10.07 | Understand how professional ethics apply to the field of microdermabrasion treatments. |
| | 10.08 | Demonstrate a working knowledge in Microdermabrasion applications, safety, and procedures. |
| 11.0 | Demonstrate competence in the field of chemical peel techniques, precautions, and procedures – the student will be able to: | |
| | 11.01 | Know and apply indications, applications, contraindications, and mechanisms of action of chemical peeling agents that are medical grade. |
| | 11.02 | Identify chemical peel classifications in terms of peel depth. |
| | 11.03 | Understand and apply the principles of patient selection, pre- and post-treatment precautions, and treatment alternatives for chemical peels. |
| | 11.04 | Understand and be able to implement clinical protocols for the following chemical peeling agents to obtain optimal results with medical grade retinoic acid, enzyme peels, alpha hydroxy acid, beta hydroxy acid, and trichloroacetic acid. |
| | 11.05 | Prevent and manage chemical peel complications, types of wounds and compromises. |
| | 11.06 | Demonstrate a clear understanding of post- and pre-opt surgical procedures under a physician's supervision. |
| | 11.07 | Be able to identify various career options available with chemical peels. |
| | 11.08 | Understand and be able to advise and act ethically with clients regarding chemical peels. |

| **Course Number: CSP0264** | |
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| **Occupational Completion Point: A** | |
| **Facial Treatments-Esthetician – 150 Hours – SOC Code 39-5094** | |
| 12.0 | Demonstrate a strong foundation of treatment plans for individual client needs which ensures an optimal outcome in skin care – the student will be able to: |
| | 12.01 Discuss the importance and the advantages of giving a facial without the aid of machines in the salon for cost effectiveness. |
| | 12.02 Explain the procedures that can be done in the salon with the different types of skin and benefits of each. |
| | 12.03 Discuss the benefits for having a strong foundation of step-by-step procedures for each skin type and to be able to meet individual needs. |
| | 12.04 Demonstrate the treatment protocol for dry skin. |
| | 12.05 Demonstrate the treatment protocol for normal skin. |
| | 12.06 Demonstrate the treatment protocol for oily skin. |
| | 12.07 Demonstrate the treatment protocol for acne skin. |
| | 12.08 Demonstrate the treatment protocol for mature and aging skin. |
| | 12.09 Demonstrate the treatment protocol for combination skin. |
| | 12.10 Demonstrate the treatment protocol for couperose skin. |
| | 12.11 Demonstrate the treatment protocol for skin that is affected by rosacea. |
| | 12.12 Demonstrate the treatment protocol for males. |
| | 12.13 Demonstrate the treatment protocol for ethnic skin. |

| **Course Number: CSP0930** | |
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| **Occupational Completion Point: A** | |
| **Specialty Topics-Esthetician – 60 Hours – SOC Code 39-5094** | |
| 13.0 | Demonstrate understanding of specialty topic, their legal and regulatory implications, and be able to apply this knowledge in the work setting – the student will be able to: |
| | 13.01 Explain the importance of the specialty topic. |
| | 13.02 Explain the benefits to clients of the specialty topic. |
| | 13.03 Explain the legal and regulatory issues involved with the specialty topic. |

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| 13.04 | Explain the indications and contraindications of use of the specialty topic on clients. |
| 13.05 | Demonstrate competence in an application of the specialty topic. |
| 13.06 | Demonstrate an understanding of any safety precautions involved with the specialty topic. |
| 13.07 | Explain economic or business decisions involved with the specialty topic. |
| | 13.07.01 Identify career opportunities involved with the specialty topic. |
| | 13.07.02 Describe any personal or salon safety rules impacted by the specialty topic. |

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| **Course Number:  CSP0505**<br>**Occupational Completion Point:  A**<br>**Ethical Business Practices-Esthetician – 30 Hours – SOC Code 39-5094** | |
| 14.0 | Develop entrepreneurial business practices – the student will be able to: |
| 14.01 | Understand and apply appropriate product management and sales techniques with a client. |
| 14.02 | Demonstrate understanding of business promotion. |
| 14.03 | Demonstrate understanding of environmental and safety regulations involved with this industry. |
| 14.04 | Demonstrate knowledge and principles of staff management and ethical behaviors. |
| 14.05 | Demonstrate knowledge and application of products. |
| 14.06 | Understand and implement marketing strategies which lead to business growth. |
| 14.07 | Understand similarities and differences between traditional salons, spas, and medi spas. |
| 14.08 | Describe the importance of entrepreneurship to the American economy. |
| 14.09 | List the advantages and disadvantages of business ownership. |
| 14.10 | Identify the risks involved in ownership of a business. |
| 14.11 | Identify the necessary personal characteristics of a successful entrepreneur. |
| 14.12 | Define entrepreneurship-management skills. |
| 14.13 | Identify the business skills needed to operate a small business efficiently and effectively. |

| Course Number: CSP0940<br>Occupational Completion Point: A<br>Internship-Esthetician – 60 Hours – SOC Code 39-5094 | |
| --- | --- |
| 15.0 | Demonstrate working knowledge of the industry itself – the student will be able to: |
| | 15.01 Demonstrate high level of work place skills to potential employers. |
| | 15.02 Demonstrate readiness for advanced positions within the esthetics industry. |
| | 15.03 Demonstrate effective communication skills with clients and others that allow the client to understand the factors that influence the determination of treatment strategies necessary to meet his/her needs. |
| | 15.04 Acquire additional skills as the industry changes and matures. |

<h1 style="text-align:center">Additional Information</h1>

## Laboratory Activities

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

## Special Notes

N/A

## Career and Technical Student Organization (CTSO)

SkillsUSA, 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.

## 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 8, Language 8 and Reading 9. 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## Accommodations

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

## Additional Resources

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

## Florida Department of Education
## Curriculum Framework

**Program Title:** Personal Trainer
**Program Type:** Career Preparatory
**Career Cluster:** Human Services

| PSAV | |
|---|---|
| Program Number | D500300 |
| CIP Number | 0331050703 |
| Grade Level | 30, 31 |
| Standard Length | 600 hours |
| Teacher Certification | PERS FIT TR 7G |
| CTSO | HOSA |
| SOC Codes (all applicable) | 39-9031 Fitness Trainers and Aerobics Instructors |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level | Mathematics: 9<br>Language: 10<br>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 Human Services 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 Human Services career cluster.

The content includes, but is not limited to, fitness training principles, human anatomy and systems, and concepts related to health, nutrition and fitness. The purpose of this program is to prepare students for employment as certified personal or fitness trainers.

**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 point.

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 postsecondary program structure:

| OCP | Course Number | Course Title | Length | SOC Code |
|-----|---------------|--------------|--------|----------|
| A | PEP0110 | Personal Trainer | 600 hours | 39-9031 |

## 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 knowledge of physical activity, exercise and physical fitness.
02.0  Demonstrate understanding of physical fitness training principles.
03.0  Demonstrate knowledge of current and legal issues related to fitness and wellness.
04.0  Identify and discuss energy systems (bioenergetics systems).
05.0  Identify and describe the cardiovascular, respiratory and musculoskeletal systems.
06.0  Demonstrate an understanding of extreme exercise responses, injuries and precautions.
07.0  Demonstrate knowledge of kinesiology and human movement.
08.0  Demonstrate knowledge of the muscular system of the human body.
09.0  Demonstrate knowledge of exercise science.
10.0  Identify the benefits of and barriers to physical activity and the consequences of physical inactivity.
11.0  Identify and understand models of health-related behavior change.
12.0  Understand the psychological considerations of learning.
13.0  Demonstrate knowledge of cardiorespiratory fitness.
14.0  Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity.
15.0  Demonstrate understanding of risk factors.
16.0  Describe and evaluate different cardiorespiratory endurance testing options.
17.0  Identify and analyze health issues related to nutrition.
18.0  Demonstrate understanding of concepts related to resistance training.
19.0  Demonstrate knowledge of concepts related to flexibility.
20.0  Understand the responsibilities and scope of practice for a Certified Personal Trainer.
21.0  Identify methods of managing special populations and medical conditions.
22.0  Describe and design various health and fitness programs.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Personal Trainer**
**PSAV Number:** **D500300**

| | |
|---|---|
| **Course Number: PEP0110** | |
| **Occupational Completion Point: A** | |
| **Personal Trainer – 600 Hours – 39-9031** | |

| | |
|---|---|
| 01.0 | Demonstrate knowledge of physical activity, exercise, and physical fitness – the student will be able to: |
| | 01.01 Demonstrate an understanding of physical activity. |
| | 01.02 Identify and explain the benefits of exercise. |
| | 01.03 Identify and explain the five components of physical fitness: body composition, cardiorespiratory endurance, flexibility, muscular endurance, and muscular strength. |
| | 01.04 Evaluate the differences between health-related fitness and fitness conditioning. |
| 02.0 | Demonstrate understanding of physical fitness training principles – the student will be able to: |
| | 02.01 Define the principles of adaptation, progressive overload, specificity and program progression. |
| | 02.02 Demonstrate knowledge of the Specificity Principle. |
| | 02.03 Define *dynamic stretching* and identify dynamic stretches for warm-up and cool-down. |
| 03.0 | Demonstrate knowledge of current legal issues related to fitness and wellness – the student will be able to: |
| | 03.01 Define basic legal terms. |
| | 03.02 Demonstrate understanding of *negligence*. |
| | 03.03 Define and understand *contract law, labor law, antitrust law,* and *workers' compensation law*. |
| | 03.04 Identify and understand disability laws. |
| | 03.05 Demonstrate understanding of the legal duties of athletic administrators and coaches. |
| | 03.06 Define and understand *gender equity*. |
| | 03.07 Select a current legal issue related to fitness and wellness; prepare an outline and deliver an oral presentation on the selected topic. |

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| 04.0 | Identify and discuss energy systems (bioenergetics systems) – the student will be able to: |
| | 04.01 Demonstrate an understanding of the three energy systems (adenosine triphosphate, anaerobic, aerobic). |
| | 04.02 Define and explain each energy system and how each system is used during different types of exercise. |
| 05.0 | Identify and describe the cardiovascular, respiratory, and musculoskeletal systems – the student will be able to: |
| | 05.01 Demonstrate an understanding of the cardiovascular system and its functions. |
| | 05.02 Demonstrate an understanding of the respiratory system and its functions. |
| | 05.03 Demonstrate an understanding of the musculoskeletal system and its functions. |
| 06.0 | Demonstrate an understanding of extreme exercise responses, injuries and precautions – the student will be able to: |
| | 06.01 Describe traumatic (acute) muscle and joint injuries. |
| | 06.02 Describe overuse (chronic) muscle and joint injuries. |
| | 06.03 Describe the components of the RICES therapeutic modality (rest, ice, compression, elevation, stabilization). |
| | 06.04 Recognize and discuss exercise-related warning signs and emergency procedures. |
| | 06.05 Assess and discuss environmental emergencies. |
| | 06.06 Understand hydration recommendations for health and fitness. |
| | 06.07 Identify the different classes of medications/drugs and commonly used substances. |
| 07.0 | Demonstrate knowledge of kinesiology and human movement – the student will be able to: |
| | 07.01 Identify and understand the basic terms and principles of biomechanics. |
| | 07.02 Demonstrate understanding of anatomical terminology. |
| | 07.03 Describe and demonstrate an understanding of muscle movement. |
| 08.0 | Demonstrate knowledge of the muscular system of the human body – the student will be able to: |
| | 08.01 Identify the three types of muscle tissue in the human body. |
| | 08.02 Identify the posterior and anterior muscles of the human body. |
| | 08.03 Demonstrate knowledge of *prime mover* muscles (agonist muscles) in the upper body. |

| | | |
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| | 08.04 | Demonstrate a clear understanding of muscle and joint actions in the upper body. |
| | 08.05 | Demonstrate knowledge of *prime mover* muscles (agonist muscles) in the lower body. |
| | 08.06 | Demonstrate a clear understanding of muscle and joint actions in the lower body. |
| 09.0 | Demonstrate knowledge of exercise science – the student will be able to: | |
| | 09.01 | Identify and summarize exercise science theories and practices. |
| | 09.02 | Demonstrate the communication skills used in health and fitness occupations. |
| 10.0 | Identify the benefits of and barriers to physical activity and the consequences of physical inactivity – the student will be able to: | |
| | 10.01 | Explain the dose-response relationship of exercise. |
| | 10.02 | Describe how fitness can improve the quality of life of moderately active adults. |
| | 10.03 | Demonstrate understanding of the benefits of flexibility and resistance training. |
| | 10.04 | Describe the consequences of physical inactivity. |
| | 10.05 | Evaluate and explain the health consequences related to obesity. |
| | 10.06 | Analyze and explain the perceived barriers to exercise. |
| 11.0 | Identify and understand models of health-related behavior change – the student will be able to: | |
| | 11.01 | Describe Wellness Motivation Theory. |
| | 11.02 | Demonstrate understanding of the Transtheoretical Model of Behavior Change. |
| | 11.03 | Compare and contrast other behavioral change models. |
| 12.0 | Understand the psychological considerations of learning – the student will be able to: | |
| | 12.01 | Demonstrate understanding of the learning process. |
| | 12.02 | Compare and contrast a variety of learning theories (e.g., classical, cognitivism, constructivism). |
| 13.0 | Demonstrate knowledge of cardiorespiratory fitness – the student will be able to: | |
| | 13.01 | Demonstrate understanding of cardiorespiratory fitness programming. |
| | 13.02 | Design a cardiorespiratory fitness program. |

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| | 13.03 | Outline and evaluate the components of assessment and programming. |
| | 13.04 | Understand the benefits of cardiorespiratory health. |
| | 13.05 | Explain the differences between physical activity and cardiorespiratory fitness in terms of cardiovascular health. |
| | 13.06 | Identify the amount of physical activity recommended for adults. |
| | 13.07 | Explain the Physical Activity Guidelines published jointly by the ACSM and AHA and supported by the ODPHP. |
| 14.0 | Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity – the student will be able to: | |
| | 14.01 | Identify peripheral pulse sites. |
| | 14.02 | Demonstrate how to monitor heart rate using peripheral pulse sites. |
| | 14.03 | Calculate target heart rate at different intensities using the Karvonen method. |
| | 14.04 | Describe the Rated Perceived Exertion (RPE) scale. |
| | 14.05 | Define the Metabolic Equivalent of Task (MET) formula. |
| | 14.06 | Describe the scope of usage of the MET concept. |
| | 14.07 | Explain the classifications of physical readiness. |
| 15.0 | Demonstrate understanding of risk factors – the student will be able to: | |
| | 15.01 | Define *risk factor* and identify examples of common risk factors. |
| | 15.02 | Identify risk factors and the associated risk thresholds. |
| | 15.03 | Describe the health status classifications and how they are determined (low, moderate, high risk). |
| 16.0 | Describe and evaluate different cardiorespiratory endurance testing options – the student will be able to: | |
| | 16.01 | Describe the difference between maximal and submaximal cardiorespiratory fitness testing. |
| | 16.02 | Explain the rationale for fitness testing. |
| | 16.03 | Explain the purpose of using a multi-stage fitness test. |
| | 16.04 | Identify the preliminary testing procedures (pre-assessment). |
| | 16.05 | Explain the components of cardiorespiratory pretest screening and assessment. |

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| | 16.06 Demonstrate the three-minute step test protocol. |
| | 16.07 Identify the purpose, required equipment and procedure utilized in the protocol. |
| 17.0 | Identify and analyze health issues related to nutrition – the student will be able to: |
| | 17.01 Identify health issues related to body composition. |
| | 17.02 Calculate body composition from body density using the appropriate equation. |
| | 17.03 Calculate body mass index (BMI) and discuss the pros and cons of using this measurement tool. |
| | 17.04 Demonstrate knowledge of nutrition and weight management concepts. |
| | 17.05 Identify and describe a variety of eating disorders. |
| | 17.06 Define *Female Athlete Triad*; identify the factors and outline the signs and symptoms of this disorder. |
| | 17.07 Describe the use of anthropometric measurements and data in assessing risk factors. |
| 18.0 | Demonstrate understanding of concepts related to resistance training – the student will be able to: |
| | 18.01 Explain the differences between resistance training for health versus resistance training for sport/fitness. |
| | 18.02 Design resistance training programs for healthy adults. |
| | 18.03 Discuss the guidelines for developing muscle strength and endurance. |
| | 18.04 Understand the recommendations for muscle strength and muscle endurance. |
| | 18.05 Demonstrate understanding of the FITT principle for muscle strength and endurance. |
| | 18.06 Demonstrate appropriate spotting and safety techniques for resistance training. |
| | 18.07 Explain the methods utilized to measure muscular strength. |
| | 18.08 Identify ways to assess muscular endurance. |
| 19.0 | Demonstrate knowledge of concepts related to flexibility – the student will be able to: |
| | 19.01 Demonstrate the ability to assess posture and range of motion (ROM). |
| | 19.02 Identify and discuss methods to improve flexibility. |
| | 19.03 Recognize the limitations and recommended precautions for flexibility training. |

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| 19.04 | Demonstrate knowledge of the benefits of regular flexibility training. |
| 19.05 | Select and administer appropriate flexibility assessments according to fitness recommendations (e.g., ACSM). |
| 19.06 | Describe some of the causes of chronic lower back pain. |
| 19.07 | Identify and describe common postural deviations. |
| 19.08 | Discuss flexibility assessments. |
| 19.09 | Identify contraindications for flexibility testing and training. |
| 19.10 | Identify, describe and demonstrate flexibility training exercises. |
| 19.11 | Identify high risk flexibility exercises. |
| 19.12 | Describe and demonstrate the protocol for testing trunk flexion. |
| 20.0 | Understand the responsibilities and scope of practice for a Certified Personal Trainer – the student will be able to: |
| 20.01 | Understand the legal considerations related to the occupation. |
| 20.02 | Understand the business considerations related to the occupation. |
| 20.03 | Demonstrate knowledge of the complex human behavioral issues a trainer could face. |
| 21.0 | Identify methods of managing special populations and medical conditions – the student will be able to: |
| 21.01 | Identify and describe the current fitness recommendations for pregnant women. |
| 21.02 | Identify and describe the current fitness recommendations for children and teens. |
| 21.03 | Identify and describe the current fitness recommendations for seniors/elderly. |
| 21.04 | Identify and describe the current fitness and nutrition recommendations for people with diabetes. |
| 21.05 | Identify and describe the current fitness recommendations for people with arthritis, osteoporosis, asthma, cardiovascular disease, and chronic obstructive pulmonary disease (COPD). |
| 22.0 | Describe and design various health and fitness programs – the student will be able to: |
| 22.01 | Describe and design a health and fitness program designed for cardiovascular conditioning. |
| 22.02 | Describe and design a health and fitness program with a focus on resistance training. |
| 22.03 | Describe and design a health and fitness program to improve flexibility. |

22.04   Describe and design a health and fitness program that includes functional exercises for total body fitness.

# Additional Information

**Laboratory Activities**

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

**Special Notes**

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory program occurs through vocational classroom instruction and applied laboratory procedures and practices.

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

HOSA: Future Health Processionals is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

**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 9, 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

**Accommodations**

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Course Title:**     **Human Services Cooperative Education OJT**
**Course Type:**     **Career Preparatory**
**Career Cluster:**     **Human Services**

| PSAV – Cooperative Education - OJT | |
|---|---|
| Course Number | D609999 |
| CIP Number | 07440799CP |
| Grade Level | 30, 31 |
| Standard Length | Multiple hours |
| Teacher Certification | HOMEMAKING ¢7 @2 %7% G<br>HME EC OCC ¢7 %7%G<br>FAM CON SC 1<br>BARBERING   7G<br>PERS SERV @7     7G<br>COSMETOL @7     7G |
| CTSO | N/A |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services 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 Human Services cluster.

**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.

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

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

## 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:** Human Services Cooperative Education OJT
**PSAV Number:** D609999

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

## Additional Information

**Special Notes**

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements.  It can be accessed on the DOE Website at http://www.fldoe.org/core/fileparse.php/3/urlt/steps-manual.pdf.


**Accommodations**

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** Dry Cleaning and Laundering
**Program Type:** Career Preparatory
**Career Cluster:** Human Services

| PSAV | |
|---|---|
| Program Number | I120101 |
| CIP Number | 0619099900 |
| Grade Level | 30, 31 |
| Standard Length | 450 hours |
| Teacher Certification | DRY CLEAN  7 G<br>FAB MAINT @7    7G |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 51-6011 Laundry and Dry-cleaning workers |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level | Mathematics:          8<br>Language:               8<br>Reading:                 8 |

**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 Human Services 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as laundry and dry-cleaning machine operators (SOC 51-6011), laundry and dry cleaning workers (SOC 51-6011), spotters (SOC 51-6011), leather cleaners, all-around pressers (SOC 51-6021), and hand pressers (SOC 51-6021).

The content includes but is not limited to communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and skills needed to operate and manage dry cleaning plants including receiving, cleaning, repairing and returning garments to customers.

**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 point.

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 | HEV0540 | Laundry, Dry Cleaning Machine Operator | 450 hours | 51-6011 |

## 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 understanding of procedures of orientation and safety.
02.0    Use and maintain spotting equipment and tools.
03.0    Identify fibers and fabrics.
04.0    Identify and test fabric and dyestuffs.
05.0    Demonstrate understanding of chemicals and formulas.
06.0    Identify stains.
07.0    Remove stains.
08.0    Explain properties and uses of petroleum and synthetic solvents.
09.0    Operate synthetic washer-extractors.
10.0    Operate reclaiming tumblers.
11.0    Operate filters.
12.0    Demonstrate troubleshooting skills.
13.0    Understand proper operation of stills.
14.0    Operate pumps at maximum efficiency.
15.0    Clean garments.
16.0    Adjust and operate utility pressers.
17.0    Adjust and operate mushroom and automatic pants topper.
18.0    Adjust and operate automatic leggers.
19.0    Operate form finishers.
20.0    Finish slacks and shirts.
21.0    Finish coats.
22.0    Finish trousers.
23.0    Finish dresses.
24.0    Finish children's garments.
25.0    Finish pleats and knitted garments.
26.0    Finish silk.
27.0    Inspect garments.
28.0    Perform routine maintenance.
29.0    Explain the importance of employability skill and entrepreneurship skills.
30.0    Demonstrate an understanding of entrepreneurship. (this standard is in the PSAV only)

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Dry Cleaning and Laundering**
**PSAV Number:** **I120101**

| | |
|---|---|
| **Course Number: HEV0540** | |
| **Occupational Completion Point: A** | |
| **Laundry, Dry Cleaning Machine Operator – 450 Hours – SOC Code 51-6011** | |
| 01.0 | Demonstrate understanding of procedures of orientation and safety – the student will be able to: |
| | 01.01  Define objectives of the course. |
| | 01.02  Explain safety procedures. |
| | 01.03  Explain school/class procedures. |
| | 01.04  Explain the control limitations. |
| | 01.05  Check the basket for burrs and pins. |
| | 01.06  Demonstrate the ability to adjust the loading doors. |
| | 01.07  Define faulty pump. |
| 02.0 | Use and maintain spotting equipment and tools – the student will be able to: |
| | 02.01  Identify the spotter's equipment and tools. |
| | 02.02  Utilize the spotter's equipment and tools. |
| | 02.03  Provide a written list of tools and equipment |
| 03.0 | Identify fibers and fabrics – the student will be able to: |
| | 03.01  Identify fibers and fabrics. |
| | 03.02  Explain methods of fabric construction. |
| | 03.03  Explain the characteristics of fibers |
| | 03.04  Demonstrate burning tests for fiber content. |

| 04.0 | Identify and test fabrics and dyestuffs – the student will be able to: | |
|---|---|---|
| | 04.01 | Identify dyestuffs. |
| | 04.02 | Explain the composition of dyestuffs. |
| | 04.03 | Determine proper cleaning procedure for fabrics and dyes. |
| 05.0 | Demonstrate understanding of chemicals and formulas – the student will be able to: | |
| | 05.01 | Explain the chemical properties of a formula and its effect on fabrics. |
| | 05.02 | Provide a written list of formulas used in spotting. |
| | 05.03 | Provide a written list of spotting agents. |
| 06.0 | Identify stains – the student will be able to: | |
| | 06.01 | Define methods of stain identification. |
| | 06.02 | Provide a written list of the various methods of stain identification. |
| 07.0 | Remove stains – the student will be able to: | |
| | 07.01 | Identify a stain. |
| | 07.02 | Demonstrate methods for removing stains. |
| 08.0 | Explain properties and uses of petroleum and synthetic solvents – the student will be able to: | |
| | 08.01 | Write a brief history on the development of petroleum solvent. |
| | 08.02 | Provide a written list of the methods for refining petroleum solvents. |
| | 08.03 | Write the specifications for petroleum solvents. |
| | 08.04 | Provide a written list of the properties of a synthetic solvent. |
| | 08.05 | Provide a written list of the methods for making a synthetic solvent. |
| 09.0 | Operate synthetic washer-extractors – the student will be able to: | |
| | 09.01 | Demonstrate the ability to set controls on the machine. |
| | 09.02 | Demonstrate the ability to load the machine with solvent. |

| | | |
|---|---|---|
| | 09.03 | Demonstrate the ability to operate a machine manually. |
| 10.0 | Operate reclaiming tumblers – the student will be able to: | |
| | 10.01 | Safely operate a tumbler. |
| | 10.02 | Demonstrate the ability to control the temperature on a tumbler. |
| | 10.03 | Demonstrate the ability to operate a drying cabinet. |
| 11.0 | Operate filters – the student will be able to: | |
| | 11.01 | Demonstrate the ability to operate filters. |
| | 11.02 | Explain the operation of cookers and stills. |
| | 11.03 | Explain filter maintenance methods. |
| 12.0 | Demonstrate troubleshooting skills – the student will be able to: | |
| | 12.01 | Explain the use of the filter pressure gauge. |
| | 12.02 | Explain plugged screens, tubes or bags. |
| | 12.03 | Steam clean and boil screens, tubes, or cleaning bags. |
| | 12.04 | Describe in writing the properties of a distilling solvent |
| | 12.05 | Exhibit the ability to operate the pump on a filter. |
| 13.0 | Understand proper operation of stills – the student will be able to: | |
| | 13.01 | Explain the causes for a slow-down in distilling solvent. |
| | 13.02 | List factors of a worn out pump. |
| | 13.03 | Explain vacuum leak. |
| | 13.04 | Explain a steam or water leak. |
| | 13.05 | Define vacuum still pressure. |
| | 13.06 | Explain how to clean dirty heating tubes. |
| | 13.07 | Determine a faulty steam trap. |
| | 13.08 | Diagnose an odor in a distilled solvent. |

| 14.0 | Operate pumps at maximum efficiency – the student will be able to: | |
|------|-------|--|
| | 14.01 | Demonstrate the reducing or no flow of solvent. |
| | 14.02 | Define the loss of pump prime. |
| | 14.03 | Identify position of the valve in either a suction or discharge line. |
| | 14.04 | Determine the clogged strainers in suction lines. |
| | 14.05 | Determine the solvent level in tanks below the pump lines. |
| | 14.06 | Explain a slipping pump drive belt. |
| | 14.07 | Explain a pressure relief valve, open on gear pumps. |
| | 14.08 | Explains lint build up on the impeller in the pump. |
| 15.0 | Clean garments – the student will be able to: | |
| | 15.01 | Demonstrate understanding of causes for excessive redeposit. |
| | 15.02 | Explain insufficient filter flow rate. |
| | 15.03 | Define improper garment classification. |
| | 15.04 | Explain dissolved garment classification. |
| | 15.05 | Define causes for excessive oils or greases in solvents. |
| | 15.06 | Write causes for wrinkles occurring in dry-cleaning. |
| | 15.07 | Diagnose causes for garment streaks, slow drying, or spotting rings. |
| | 15.08 | Determine the reason for objectionable odors. |
| | 15.09 | Define bleeding of dyes. |
| | 15.10 | Describe dye or soil pick-up in local areas. |
| | 15.11 | Explain restoration procedures of insoluble soil. |
| | 15.12 | Demonstrate the method for softening plastic-coated fabrics. |
| 16.0 | Adjust and operate utility pressers – the student will be able to: | |

| | | |
|---|---|---|
| | 16.01 | Write specifications for the utility press. |
| | 16.02 | Demonstrate ability to operate the utility press. |
| | 16.03 | Perform maintenance procedure. |
| | 16.04 | Demonstrate variable pressure operation. |
| | 16.05 | Demonstrate the iron attachment. |
| 17.0 | Adjust and operate mushroom and automatic pants topper – the student will be able to: | |
| | 17.01 | State specifications for the topper press. |
| | 17.02 | Demonstrate the operation of the pants topper. |
| | 17.03 | Explain the timer on an automatic topper press. |
| | 17.04 | Demonstrate programmer adjustment procedures on the topper. |
| 18.0 | Adjust and operate automatic leggers – the student will be able to: | |
| | 18.01 | State specifications for the automatic legger. |
| | 18.02 | Demonstrate the operation of the legger. |
| | 18.03 | Define the timer on the legger. |
| | 18.04 | Demonstrate the mechanical adjustment of the legger. |
| 19.0 | Operate form finishers – the student will be able to: | |
| | 19.01 | List specifications for the form finisher. |
| | 19.02 | Exhibit steps for the timer on a form finisher. |
| | 19.03 | Demonstrate the operation of the form finisher. |
| | 19.04 | Perform the steps for finishing a coat. |
| | 19.05 | Perform the steps for finishing a dress. |
| 20.0 | Finish slacks and skirts – the student will be able to: | |
| | 20.01 | Demonstrate steps necessary to place back, left hip of slacks on mushroom press. |

| | | |
|---|---|---|
| | 20.02 | Describe steps necessary to place back, right hip of slacks on mushroom press. |
| | 20.03 | Demonstrate steps necessary to place front, right hip of slacks on press. |
| | 20.04 | Demonstrate steps necessary to place front, left hip of slacks on press. |
| | 20.05 | State the methods of legging slacks on regular press. |
| | 20.06 | Demonstrate the methods necessary when finishing skirts. |
| 21.0 | Finish coats – the student will be able to: | |
| | 21.01 | Exhibit procedures for finishing coats on a form finisher and utility press. |
| | 21.02 | Demonstrate steps in finishing sleeves on coats. |
| | 21.03 | Exhibit methods of finishing coat collars. |
| | 21.04 | Demonstrate steps in finishing the front left shoulder and sleeve head. |
| | 21.05 | Exhibit steps in finishing front lay. |
| | 21.06 | Demonstrate methods of finishing lapels. |
| | 21.07 | Demonstrate steps in finishing linings. |
| 22.0 | Finish trousers – the student will be able to: | |
| | 22.01 | Demonstrate procedures in topping trousers on upright presser. |
| | 22.02 | Demonstrate steps in finishing trouser tops or waistbands. |
| | 22.03 | Demonstrate steps in finishing pockets on trousers. |
| | 22.04 | Demonstrate steps in finishing left legs of trousers. |
| | 22.05 | Demonstrate steps in finishing right legs of trousers. |
| 23.0 | Finish dresses – the student will be able to: | |
| | 23.01 | Demonstrate operations for finishing sleeves on dresses. |
| | 23.02 | Demonstrate steps in finishing collars and lapels on dresses. |
| | 23.03 | Demonstrate process of finishing blouses. |

| | |
|---|---|
| | 23.04   Demonstrate steps for finishing skirts or dresses. |
| 24.0 | Finish children's garments – the student will be able to: |
| | 24.01   Demonstrate methods of finishing a sleeve on a child's coat. |
| | 24.02   Demonstrate steps in finishing collars and trim. |
| | 24.03   Demonstrate steps in finishing fronts and backs of coats. |
| | 24.04   Demonstrate methods of finishing trousers. |
| | 24.05   Exhibit techniques for finishing boys' and girls' jackets. |
| 25.0 | Finish pleats and knitted garments – the student will be able to: |
| | 25.01   Demonstrate steps for finishing pleats. |
| | 25.02   Demonstrate procedures for finishing pleats on the sleeve board. |
| | 25.03   Demonstrate methods for finishing pleats on the utility press. |
| | 25.04   Demonstrate methods for finishing knitted garments. |
| | 25.05   Perform methods for measuring knitted garments before and after finishing. |
| | 25.06   List methods of handling finished knitted garments. |
| 26.0 | Finish silk – the student will be able to: |
| | 26.01   Finish sleeves on the sleeve puff iron. |
| | 26.02   Finish a skirt on the long press. |
| | 26.03   Finish collars and lapels. |
| | 26.04   Demonstrate steps in touch-up of finished garments. |
| 27.0 | Inspect garments – the student will be able to: |
| | 27.01   Demonstrate methods of inspection. |
| | 27.02   Define points of inspection in the order in which work has processed through various departments. |
| | 27.03   State processes for inspecting garments that need special attention. |

| | |
|---|---|
| **28.0** | **Routine maintenance – the student will be able to:** |
| | 28.01  Determine causes of machine malfunction. |
| | 28.02  Perform preventative maintenance. |
| | 28.03  Perform shop housekeeping duties. |
| | 28.04  Explain and demonstrate proper handling and storage of flammable and/or toxic materials. |
| **29.0** | **Demonstrate employability skills – the student will be able to:** |
| | 29.01  Conduct a job search. |
| | 29.02  Secure information about a job. |
| | 29.03  Identify documents required when applying for a job interview. |
| | 29.04  Complete a job application form correctly. |
| | 29.05  Demonstrate competence in job interview techniques. |
| | 29.06  Identify or demonstrate appropriate responses to criticism from employer, supervisor or other employees. |
| | 29.07  Demonstrate acceptable work habits. |
| | 29.08  Demonstrate knowledge of how to make appropriate job changes. |
| | 29.09  Demonstrate acceptable employee health habits. |
| | 29.10  Demonstrate knowledge of the "Florida Right-To-Know Law" as recorded in Florida Statutes Chapter 442. |
| **30.0** | **Demonstrate an understanding of entrepreneurship – the student will be able to:** |
| | 30.01  Define entrepreneurship. |
| | 30.02  Describe the importance of entrepreneurship to the American economy. |
| | 30.03  List advantages and disadvantages of business ownership. |
| | 30.04  Identify risks involved in ownership of a business. |
| | 30.05  Identify personal characteristics of a successful entrepreneur. |
| | 30.06  Identify business skills needed to operate a small business efficiently and effectively. |

**Laboratory Activities**

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

**Special Notes**

N/A

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

SkillsUSA, 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.

**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 8, Language 8 and Reading 9.  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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

**Accommodations**

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** **Barbering**
**Program Type:** **Career Preparatory**
**Career Cluster:** **Human Services**

| PSAV | |
|---|---|
| Program Number | I120402 |
| CIP Number | 0612040200 |
| Grade Level | 30, 31 |
| Standard Length | 1200 hours |
| Teacher Certification | BARBERING 7 G<br>PERS SERV @7  7G |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5011 Barbers |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level | Mathematics:          9<br>Language:              9<br>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 Human Services 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as restricted barbers (SOC 39-5011) or barbers (SOC 39-5011).  Instruction is designed to qualify students for employment upon successfully passing the Florida Restricted Barber or Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

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

**Program Structure**

This program consists of two occupational completion points.  Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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 | COS0150 | Restricted Barber 1 | 333 hours | 39-5011 |
| | COS0151 | Restricted Barber 2 | 333 hours | |
| | COS0152 | Restricted Barber 3 | 334 hours | |
| B | COS0671 | Barber | 200 hours | |

## 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 safe, sanitary and efficient work practices.
02.0    Identify and perform shampoo/hair conditioners and scalp treatment.
03.0    Identify and perform trimming/shaping hair.
04.0    Identify and perform hairstyles.
05.0    Identify and perform mustache and beard design.
06.0    Demonstrate shaving the face.
07.0    Demonstrate appropriate understanding of basic science.
08.0    Identify and perform facial treatments.
09.0    Demonstrate knowledge of professional development (employability skills).
10.0    Demonstrate knowledge of Florida law and State Board requirements.
11.0    Demonstrate an understanding of entrepreneurship.
12.0    Identify and prepare hairpieces, wigs and hair attachments.
13.0    Identify and perform permanent wave/reconstruction curl/chemical relaxing.
14.0    Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:**     **Barbering**
**PSAV Number:**     **I120402**

| **Course Number: COS0150** |
| --- |
| **Occupational Completion Point: A** |
| **Restricted Barber – 333 Hours – SOC Code 39-5011** |

| 01.0 | Demonstrate safe, sanitary and efficient work practices – the student will be able to: |
| --- | --- |
|  | 01.01   Observe and apply sanitation and shop safety rules and practices in all skill procedures. |
|  | 01.02   Set up and operate equipment and utilize materials. |
|  | 01.03   Clean and maintain implements and equipment. |
|  | 01.04   Demonstrate professional ethics with clients and co-workers. |
|  | 01.05   Analyze and recognize hair, skin and scalp conditions. |
|  | 01.06   Analyze hair, skin and scalp products using Ph scale. |
|  | 01.07   Identify the histology of skin and hair. |
|  | 01.08   Exhibit professional occupational skills. |
|  | 01.09   Determine the need for and perform corrective services. |
| 02.0 | Identify and perform shampoo/hair conditioners and scalp treatment – the student will be able to: |
|  | 02.01   Prepare the client for service. |
|  | 02.02   Analyze and recognize hair and scalp condition. |
|  | 02.03   Select appropriate products (shampoo, conditioners, scalp treatments). |
|  | 02.04   Apply shampoo and manipulate to cleanse hair and scalp. |
|  | 02.05   Rinse shampoo thoroughly from hair and scalp. |
|  | 02.06   Select appropriate hair or scalp conditioners/treatment (reconstructor, acid rinse, moisturizer, detangler, oily) |

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|---|---|---|
| | 02.07 | Apply treatment or conditioner according to manufacturer's directions. |
| | 02.08 | Perform scalp manipulation, if required. |
| | 02.09 | Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared |
| 03.0 | Identify and perform trimming/shaping hair (cutting) – the student will be able to: | |
| | 03.01 | Prepare the client and determine needs and desires (consultation). |
| | 03.02 | Select and utilize hair cutting implements and techniques shears, razor, clippers, texturizing implements). |
| | 03.03 | Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and combinations with or without blends. |
| | 03.04 | Edge and clean neckline with razor, clipper or shears. |
| | 03.05 | Check completed cut. |
| | 03.06 | Sanitize cutting implements using Universal Sanitation Procedures. |

**Course Number:  COS0151**
**Occupational Completion Point:  A**
**Restricted Barber – 333 Hours – SOC Code 39-5011**

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|---|---|---|
| 04.0 | Identify and perform hair styles – the student will be able to: | |
| | 04.01 | Prepare client and determine needs and desired style (consultation). |
| | 04.02 | Identify and perform wet set using principles of design (hair sculpting, rollers and fingerwaves). |
| | 04.03 | Prepare and perform thermal styling using electric rollers, blow dryers, curling irons, crimping irons, thermo-pressing combing, air-waving combs using principles of design. |
| | 04.04 | Comb out into desired style. |
| | 04.05 | Utilize braiding technique. |
| 05.0 | Identify and perform mustache and beard design – the student will be to: | |
| | 05.01 | Prepare the client. |
| | 05.02 | Demonstrate suitable mustache and/or beard design and cutting based on facial structure. |
| | 05.03 | Demonstrate trimming a mustache or trimming a beard. |

| 05.04 | Practice standard finishing and sanitation procedures. |

| 06.0 | Demonstrate shaving the face – the student will be able to: |
| --- | --- |
| 06.01 | Prepare patron for shaving. |
| 06.02 | Perform the shaving of the patron's face. |
| 06.03 | Perform the final cleansing of face and neck. |

**Course Number:  COS0153**
**Occupational Completion Point:  A**
**Restricted Barber – 334 Hours – SOC Code 39-5011**

| 07.0 | Demonstrate appropriate understanding of basic science – the student will be able to: |
| --- | --- |
| 07.01 | Identify health-related problems that may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials. |
| 07.02 | Understand molecular reactions of skin and hair as a result of physical and chemical changes. |
| 07.03 | Draw conclusions or make inferences from data. |

| 08.0 | Identify and perform facial treatments – the student will be able to: |
| --- | --- |
| 08.01 | Prepare the patron. |
| 08.02 | Diagnose and identify skin condition. |
| 08.03 | Assemble supplies and equipment. |
| 08.04 | Cleanse face and neck. |
| 08.05 | Perform designated treatment (mechanical or manual). |
| 08.06 | Perform final cleansing of face and neck. |

| 09.0 | Demonstrate knowledge of professional development employability skills – the student will be able to: |
| --- | --- |
| 09.01 | Perform safety and health practices. |
| 09.02 | Locate and select employment opportunities. |
| 09.03 | Understand employment capabilities. |
| 09.04 | Demonstrate employment-seeking skills. |

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| | 09.05 | Demonstrate appropriate work behavior. |
| | 09.06 | Project a professional image. |
| | 09.07 | Work individually and cooperatively as a member of regular or culturally diverse team. |
| | 09.08 | Utilize communication skills applicable to the industry. |
| | 09.09 | Utilize math skills applicable to the industry. |
| | 09.10 | Adapt to change. |
| | 09.11 | Balance personal and professional life. |
| | 09.12 | Use and conserve resources and energy. |
| | 09.13 | Use or explain how computers are used in the Barbering business. |
| 10.0 | Demonstrate knowledge of Florida Law and State Board requirements – the student will be able to: | |
| | 10.01 | Demonstrate working knowledge of Florida Law, Chapter 476. |
| | 10.02 | Demonstrate universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome. |
| | 10.03 | Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200. |
| 11.0 | Demonstrate an understanding of entrepreneurship – the student will be able to: | |
| | 11.01 | Define entrepreneurship. |
| | 11.02 | Describe the importance of entrepreneurship to the American economy. |
| | 11.03 | List the advantages and disadvantages of business ownership. |
| | 11.04 | Identify the risks involved in ownership of a business. |
| | 11.05 | Identify the necessary personal characteristics of a successful entrepreneur. |
| | 11.06 | Identify the business skills needed to operate a small business efficiently and effectively. |

**Course Number: COS0671**
**Occupational Completion Point: B**
**Barber – 200 Hours – SOC Code 39-5011**

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| 12.0 | Identify and prepare hair pieces wigs and hair attachments – the student will be able to: |

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| | 12.01 | Determine and identify styles and colors of wigs and hairpieces. |
| | 12.02 | Measure the head and fit wig or hairpiece. |
| | 12.03 | Clean, shape, and style to client's features. |
| | 12.04 | Attach and blend hair pieces/extensions into desired style. |
| 13.0 | Identify and perform permanent wave/reconstruction curl/chemical relaxing – the student will be able to: | |
| | 13.01 | Prepare client and determine needs and desired style (consultation). |
| | 13.02 | Analyze hair, check scalp. |
| | 13.03 | Select appropriate solution strength according to hair texture, desired results. |
| | 13.04 | Perform shampoo and shaping as required. |
| | 13.05 | Apply protective cream or lotion. |
| | 13.06 | Apply rearranger or straightener as required for desired results following curl or chemical relaxer. |
| | 13.07 | Strand test for straightness if performing reconstruction curl or chemical relaxer. |
| | 13.08 | Rinse or shampoo according to manufacturer's directions. |
| | 13.09 | Select rods and wrap hair, if required, according to manufacturer's directions. |
| | 13.10 | Apply processing solution and process, take test curls. |
| | 13.11 | Rinse, blot, shampoo and/or neutralize. |
| | 13.12 | Remove rods, condition and style, record results. |
| | 13.13 | Apply leave-on treatment, if required.  Record results. |
| 14.0 | Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques – the student will be able to: | |
| | 14.01 | Perform patch test (pre-disposition), if required. |
| | 14.02 | Prepare client, determine needs and desires (consultation). |
| | 14.03 | Analyze scalp and hair. |
| | 14.04 | Select and assemble appropriate solutions according to hair texture and desired results. |

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| 14.05 | Section hair, if required. |
| 14.06 | Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions. |
| 14.07 | Perform strand tests. |
| 14.08 | Identify and perform specialty-coloring techniques. |
| 14.09 | Shampoo before or after applying color according to manufacturer's directions.  Record results. |
| 14.10 | Understand molecular reactions as a result of physical and chemical changes. |
| 14.11 | Draw conclusions or make inferences from data. |

# Additional Information

**Laboratory Activities**

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

**Special Notes**

N/A

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

SkillsUSA, 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.

**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 8, Language 8 and Reading 9.  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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

**Accommodations**

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:** Nails Specialty
**Program Type:** Career Preparatory
**Career Cluster:** Human Services

| PSAV | |
|---|---|
| Program Number | I120414 |
| CIP Number | 0612041004 |
| Grade Level | 240 hours |
| Standard Length | 30, 31 |
| Teacher Certification | NAIL TEC 7 G<br>COSMETOL @7 7 G<br>PERS SERV @7 7G |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5092 Manicurists and Pedicurists |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level | N/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 Human Services 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 Human Services career cluster.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the nails specialist and the related chemistry; bacteriology, anatomy and physiology; and development of skills in performing the techniques required in the practice of nails specialist occupations.

**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 a core and one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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 | CSP0015 | Manicurists and Pedicurists | 240 hours | 39-5092 |

## Regulated Programs

A student completing the Nails Specialty program is prepared for employment as a licensed Manicurist and Pedicurist (SOC 39-5092). Instruction is designed to qualify students for employment upon successfully obtaining a Nails Specialty Certification.

## 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 career opportunities.
02.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
03.0   Employ safe, sanitary and efficient work practices.
04.0   Demonstrate language arts knowledge and skills.
05.0   Demonstrate mathematics knowledge and skills.
06.0   Demonstrate science knowledge and skills.
07.0   Explain the importance of employability skill and entrepreneurship skills.
08.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
09.0   Demonstrate personal money-management concepts, procedures, and strategies.
10.0   Describe the importance of professional ethics and legal responsibilities.
11.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
12.0   Use information technology tools.
13.0   Solve problems using critical thinking skills, creativity and innovation.
14.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
15.0   Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Nails Specialty**
**PSAV Number:** **I120414**

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|---|---|
| **Course Number: CSP0015**<br>**Occupational Completion Point: A**<br>**Manicurists and Pedicurists – 240 Hours – SOC Code 39-5092** | |
| 01.0 | Identify career opportunities – the student will be able to: |
| | 01.01 Identify career opportunities in the grooming and salon services field. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to: |
| | 02.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| | 02.02 Explain emergency procedures to follow in response to workplace accidents. |
| | 02.03 Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices – the student will be able to: |
| | 03.01 Using universal precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |
| | 03.02 Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions. |
| | 03.03 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5.002 (2), F.A.C. |
| | 03.04 Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| | 03.05 Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate language arts knowledge and skills – the students will be able to: |
| | 04.01 Locate, comprehend and evaluate key elements of oral and written information. |
| | 04.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. |
| | 04.03 Present information formally and informally for specific purposes and audiences. |
| 05.0 | Demonstrate mathematics knowledge and skills – the students will be able to: |

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|---|---|---|
| | 05.01 | Identify math skills as it applies to grooming and salon services. |
| | 05.02 | Demonstrate knowledge of arithmetic operations. |
| | 05.03 | Analyze and apply data and measurements to solve problems and interpret documents. |
| | 05.04 | Construct charts/tables/graphs using functions and data. |
| 06.0 | Demonstrate science knowledge and skills–The students will be able to: | |
| | 06.01 | Discuss the role of creativity in constructing scientific questions, methods and explanations. |
| | 06.02 | Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. |
| | 06.03 | Identify science as it applies to decontamination and infection control. |
| | 06.04 | Identify chemistry as it applies to products used in the salon. |
| | 06.05 | Identify science as it applies to anatomy and physiology. |
| | 06.06 | Identify science as it applies to electricity and light therapy to perform appropriate treatment. |
| 07.0 | Explain the importance of employability skill and entrepreneurship skills – the students will be able to: | |
| | 07.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| | 07.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| | 07.03 | Examine licensing, certification, and industry credentialing requirements. |
| | 07.04 | Maintain a career portfolio to document knowledge, skills, and experience. |
| | 07.05 | Evaluate and compare employment opportunities that match career goals. |
| | 07.06 | Identify and exhibit traits for retaining employment. |
| | 07.07 | Identify opportunities and research requirements for career advancement. |
| | 07.08 | Research the benefits of ongoing professional development. |
| | 07.09 | Examine and describe entrepreneurship opportunities as a career planning option. |
| | 07.10 | Project a professional image. |
| | 07.11 | Work individually and cooperatively as a member of a homogenous or culturally diverse team. |
| | 07.12 | Utilize communication skills applicable to the industry. |

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|---|---|---|
| | 07.13 | Balance personal and professional life. |
| | 07.14 | Use and conserve resources and energy. |
| | 07.15 | Define entrepreneurship-management skills. |
| | 07.16 | Describe the importance of entrepreneurship to the American economy. |
| | 07.17 | List the advantages and disadvantages of business ownership. |
| | 07.18 | Identify the risks involved in ownership of a business. |
| | 07.19 | Identify the necessary personal characteristics of a successful entrepreneur. |
| | 07.20 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 08.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to: | |
| | 08.01 | Employ leadership skills to accomplish organizational goals and objectives. |
| | 08.02 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| | 08.03 | Conduct and participate in meetings to accomplish work tasks. |
| | 08.04 | Employ mentoring skills to inspire and teach others. |
| 09.0 | Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to: | |
| | 09.01 | Identify and describe the services and legal responsibilities of financial institutions. |
| | 09.02 | Describe the effect of money management on personal and career goals. |
| | 09.03 | Develop a personal budget and financial goals. |
| | 09.04 | Complete financial instruments for making deposits and withdrawals. |
| | 09.05 | Maintain financial records. |
| | 09.06 | Read and reconcile financial statements. |
| | 09.07 | Research, compare and contrast investment opportunities. |
| 10.0 | Describe the importance of professional ethics and legal responsibilities – the students will be able to: | |
| | 10.01 | Demonstrate working knowledge of Florida Law, Chapter 477. |
| | 10.02 | Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. |

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| | 10.03 | Demonstrate knowledge of the "Florida Right- to-know" Law, Chapter 442. |
| | 10.04 | Evaluate and justify decisions based on ethical reasoning. |
| | 10.05 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| | 10.06 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| | 10.07 | Interpret and explain written organizational policies and procedures. |
| 11.0 | Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to: | |
| | 11.01 | Describe the nature and types of business organizations. |
| | 11.02 | Explain the effect of key organizational systems on performance and quality. |
| | 11.03 | List and describe quality control systems and/or practices common to the workplace. |
| | 11.04 | Explain the impact of the global economy on business organizations. |
| 12.0 | Use information technology tools – the students will be able to: | |
| | 12.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| | 12.02 | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| | 12.03 | Employ computer operations applications to access, create, manage, integrate, and store information. |
| | 12.04 | Employ collaborative/groupware applications to facilitate group work. |
| 13.0 | Solve problems using critical thinking skills, creativity and innovation – the students will be able to: | |
| | 13.01 | Employ critical thinking skills independently and in teams to solve problems and make decisions. |
| | 13.02 | Employ critical thinking and interpersonal skills to resolve conflicts. |
| | 13.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| | 13.04 | Conduct technical research to gather information necessary for decision-making. |
| 14.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to: | |
| | 14.01 | Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. |
| | 14.02 | Locate, organize and reference written information from various sources. |

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| | 14.03 | Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. |
| | 14.04 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| | 14.05 | Apply active listening skills to obtain and clarify information. |
| | 14.06 | Develop and interpret tables and charts to support written and oral communications. |
| | 14.07 | Exhibit public relations skills that aid in achieving customer satisfaction. |
| 15.0 | | Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals – the student will be able to: |
| | 15.01 | Clean and maintain implements by using appropriately mixed chemicals (EPA approved and hospital strength levels) and following the procedures for decontamination of tools per Chapter 61G5.002 (2), F.A.C.  Assemble, set up, and operate equipment according to manufacturer's instructions. |
| | 15.02 | Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail.  Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. |
| | 15.03 | Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. |
| | 15.04 | Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. |
| | 15.05 | Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. |
| | 15.06 | Perform proper Procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4) (G). |
| | 15.07 | Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet. |

**Laboratory Activities**

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

**Special Notes**

**Please refer to 61G5-22.015 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.**

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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

SkillsUSA 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.

**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 N/A, Language N/A, and Reading N/A. 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

**Accommodations**

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Additional Resources**

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

**Florida Department of Education**
**Curriculum Framework**

**Program Title:**     **Facials Specialty**
**Program Type:**     **Career Preparatory**
**Career Cluster:**     **Human Services**

| PSAV | |
|---|---|
| Program Number | I120424 |
| CIP Number | 0612040805 |
| Grade Level | 30, 31 |
| Standard Length | 260 hours |
| Teacher Certification | FACIAL TEC 7 G<br>COSMETOL @7   7 G<br>PERS SERV @7    7G |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5094 Skin Care Specialists |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level |  N/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 Human Services 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Facials Specialist program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094). Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification.

The content includes, but is not limited to:  communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology;

art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

**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 point.

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 | CSP0265 | Facials/Skin Care Specialists | 260 hours | 39-5094 |

**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 career opportunities.
02.0    Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
03.0    Employ safe, Sanitary and efficient work practices.
04.0    Demonstrate language arts knowledge and skills.
05.0    Demonstrate mathematics knowledge and skills.
06.0    Demonstrate science knowledge and skills.
07.0    Explain the importance of employability skill and entrepreneurship skills.
08.0    Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
09.0    Demonstrate personal money-management concepts, procedures, and strategies.
10.0    Describe the importance of professional ethics and legal responsibilities.
11.0    Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
12.0    Use information technology tools.
13.0    Solve problems using critical thinking skills, creativity and innovation.
14.0    Use oral and written communication skills in creating, expressing and interpreting information and ideas.
15.0    Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measure and predicted.  Demonstrate proper procedure and application of chemicals.

**Florida Department of Education**
**Student Performance Standards**

**Program Title:** **Facials Specialty**
**PSAV Number:** **I120424**

| | |
|---|---|
| **Course Number: CSP0265**<br>**Occupational Completion Point: A**<br>**Facials/Skin Care Specialists – 260 Hours – SOC Code 39-5094** | |
| 01.0 | Identify career opportunities – the student will be able to: |
| | 01.01 Identify career opportunities in the grooming and salon services field. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance – the students will be able to: |
| | 02.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| | 02.02 Explain emergency procedures to follow in response to workplace accidents. |
| | 02.03 Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices – the student will be able to: |
| | 03.01 Using universal precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |
| | 03.02 Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions. |
| | 03.03 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5.002 (2), F.A.C. |
| | 03.04 Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| | 03.05 Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate language arts knowledge and skills – the students will be able to:: |
| | 04.01 Locate, comprehend and evaluate key elements of oral and written information. |
| | 04.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. |
| | 04.03 Present information formally and informally for specific purposes and audiences. |

| 05.0 | Demonstrate mathematics knowledge and skills – the students will be able to: | |
|---|---|---|
| | 05.01 | Identify math skills as it applies to grooming and salon services. |
| | 05.02 | Demonstrate knowledge of arithmetic operations. |
| | 05.03 | Analyze and apply data and measurements to solve problems and interpret documents. |
| | 05.04 | Construct charts/tables/graphs using functions and data. |
| 06.0 | Demonstrate science knowledge and skills – the students will be able to: | |
| | 06.01 | Discuss the role of creativity in constructing scientific questions, methods and explanations. |
| | 06.02 | Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. |
| | 06.03 | Identify science as it applies to decontamination and infection control. |
| | 06.04 | Identify chemistry as it applies to products used in the salon. |
| | 06.05 | Identify science as it applies to anatomy and physiology. |
| | 06.06 | Identify science as it applies to electricity and light therapy to perform appropriate treatment. |
| 07.0 | Explain the importance of employability skill and entrepreneurship skills – the students will be able to: | |
| | 07.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| | 07.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| | 07.03 | Examine licensing, certification, and industry credentialing requirements. |
| | 07.04 | Maintain a career portfolio to document knowledge, skills, and experience. |
| | 07.05 | Evaluate and compare employment opportunities that match career goals. |
| | 07.06 | Identify and exhibit traits for retaining employment. |
| | 07.07 | Identify opportunities and research requirements for career advancement. |
| | 07.08 | Research the benefits of ongoing professional development. |
| | 07.09 | Examine and describe entrepreneurship opportunities as a career planning option. |
| | 07.10 | Project a professional image. |

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|---|---|---|
| | 07.11 | Work individually and cooperatively as a member of a homogenous or culturally diverse team. |
| | 07.12 | Utilize communication skills applicable to the industry. |
| | 07.13 | Balance personal and professional life. |
| | 07.14 | Use and conserve resources and energy. |
| | 07.15 | Define entrepreneurship-management skills. |
| | 07.16 | Describe the importance of entrepreneurship to the American economy. |
| | 07.17 | List the advantages and disadvantages of business ownership. |
| | 07.18 | Identify the risks involved in ownership of a business. |
| | 07.19 | Identify the necessary personal characteristics of a successful entrepreneur. |
| | 07.20 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 08.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives – the students will be able to: | |
| | 08.01 | Employ leadership skills to accomplish organizational goals and objectives. |
| | 08.02 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| | 08.03 | Conduct and participate in meetings to accomplish work tasks. |
| | 08.04 | Employ mentoring skills to inspire and teach others. |
| 09.0 | Demonstrate personal money-management concepts, procedures, and strategies – the students will be able to: | |
| | 09.01 | Identify and describe the services and legal responsibilities of financial institutions. |
| | 09.02 | Describe the effect of money management on personal and career goals. |
| | 09.03 | Develop a personal budget and financial goals. |
| | 09.04 | Complete financial instruments for making deposits and withdrawals. |
| | 09.05 | Maintain financial records. |
| | 09.06 | Read and reconcile financial statements. |
| | 09.07 | Research, compare and contrast investment opportunities. |
| 10.0 | Describe the importance of professional ethics and legal responsibilities – the students will be able to: | |

| | | |
|---|---|---|
| | 10.01 | Demonstrate working knowledge of Florida Law, Chapter 477. |
| | 10.02 | Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. |
| | 10.03 | Demonstrate knowledge of the "Florida Right- to-know" Law, Chapter 442. |
| | 10.04 | Evaluate and justify decisions based on ethical reasoning. |
| | 10.05 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| | 10.06 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| | 10.07 | Interpret and explain written organizational policies and procedures. |
| 11.0 | Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment – the students will be able to: | |
| | 11.01 | Describe the nature and types of business organizations. |
| | 11.02 | Explain the effect of key organizational systems on performance and quality. |
| | 11.03 | List and describe quality control systems and/or practices common to the workplace. |
| | 11.04 | Explain the impact of the global economy on business organizations. |
| 12.0 | Use information technology tools – the students will be able to: | |
| | 12.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| | 12.02 | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| | 12.03 | Employ computer operations applications to access, create, manage, integrate, and store information. |
| | 12.04 | Employ collaborative/groupware applications to facilitate group work. |
| 13.0 | Solve problems using critical thinking skills, creativity and innovation – the students will be able to: | |
| | 13.01 | Employ critical thinking skills independently and in teams to solve problems and make decisions. |
| | 13.02 | Employ critical thinking and interpersonal skills to resolve conflicts. |
| | 13.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| | 13.04 | Conduct technical research to gather information necessary for decision-making. |
| 14.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas – the students will be able to: | |

| | | |
|---|---|---|
| | 14.01 | Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. |
| | 14.02 | Locate, organize and reference written information from various sources. |
| | 14.03 | Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. |
| | 14.04 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| | 14.05 | Apply active listening skills to obtain and clarify information. |
| | 14.06 | Develop and interpret tables and charts to support written and oral communications. |
| | 14.07 | Exhibit public relations skills that aid in achieving customer satisfaction. |
| 15.0 | | Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application.  Identify the proper chemical to be prescribed using an understanding of the chemistry that affects skin that can be described, measured and predicted.  Demonstrate proper procedure and application of chemicals – the student will be able to: |
| | 15.01 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. |
| | 15.02 | Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck. |
| | 15.03 | Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. |
| | 15.04 | Demonstrate ability and knowledge to properly do a cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin. |
| | 15.05 | Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur. |
| | 15.06 | Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. |
| | 15.07 | Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs. |
| | 15.08 | Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires.  Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias.  Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs. |
| | 15.09 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. |
| | 15.10 | Assemble supplies and equipment. |
| | 15.11 | Perform a color analysis and facial balance. |
| | 15.12 | Apply basic and/or corrective make-up. |
| | 15.13 | Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and |

appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application.

**Laboratory Activities**

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

**Special Notes**

**Please refer to 61G5-22.006 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.**

Planned and supervised instructional activities must be provided through one or more of the following:  (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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

SkillsUSA, 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.

**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 8, Language 8 and Reading 9.  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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

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

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

## **Additional Resources**

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