Florida Department of Education
Curriculum Framework

Course Title: **Diversified Education Directed Study**
Career Cluster: **Diversified Education**

Secondary – Career Preparatory	
Course Number	8300100
CIP Number	1098999901
Grade Level	11-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	Refer to the **Course Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within Diversified Education that will enhance opportunities for employment in the career field chosen by the student.

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

Course Structure

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

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program 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.

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

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8300100	Diversified Education Directed Study	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE	1 credit – Multiple credits	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

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

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

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

01.0   Demonstrate expertise in a specific occupation contained within the career cluster.
02.0   Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare a 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: **Diversified Education Directed Study**
Course Number: **8300100**
Course Credit: **Multiple**

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 student's assessed needs.
02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare a 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 Develop procedures to test the research.
02.04 Report, display and defend the results of investigations to an audience that might 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.

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

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

Special Notes

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

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

<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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education
Curriculum Framework

Program Title: **Workplace Essentials**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Career Preparatory	
Program Number	8300310
CIP Number	10988650CP
Grade Level	9-12, 30, 31
Standard Length	.5 credit
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
SOC Codes (all applicable)	N/A

Purpose

This course offers coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers; 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 Diversified Education. This program offers a broad foundation of knowledge and skills to prepare students for employment in their chosen occupational field.

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 credit.

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8300310	Workplace Essentials	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE COOR WK EX@7	.5 credit	N/A	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

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

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

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

01.0   Describe the human relations skills necessary for success in the workforce.
02.0   Identify the communication skills necessary for successful employment.
03.0   Identify the mathematical skills necessary for successful employment.
04.0   Demonstrate knowledge and skills related to mathematics.
05.0   Demonstrate knowledge and skills related to science.
06.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
07.0   Use oral and written communication skills to create, express, and interpret information and ideas.
08.0   Describe the duties and responsibilities of a successful employee.
09.0   Explain the importance of employability and entrepreneurship skills.
10.0   Use information technology tools.
11.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and identify the relationship of these systems to organizational performance and regulatory compliance.
12.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
13.0   Describe the importance of professional ethics and legal responsibilities.
14.0   Demonstrate knowledge and skills related to language arts.
15.0   Solve problem using critical thinking skills, creativity, and innovation.
16.0   Demonstrate money-management concepts, procedures, and strategies.

Florida Department of Education
Student Performance Standards

Course Title: **Workplace Essentials**
Course Number: **8300310**
Course Credit: **.5**

CTE Standards and Benchmarks
01.0 Describe the human relations skills necessary for success in the workforce. The student will be able to:
01.01 Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.
01.02 Identify and discuss the role of an employee as a team member in the workplace.
01.03 Describe the use of teams in the workplace to increase productivity and product quality.
01.04 Discuss the importance of human relations to success in the workplace.
01.05 Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.
01.06 Explain the importance of working effectively with diverse populations.
01.07 Explain importance of self-management when minimum direction and supervision are given.
01.08 Describe ethical situations in the world of work.
01.09 Describe importance and benefits of time management.
01.10 Identify and demonstrate steps necessary for solving problems and making decisions.
01.11 Analyze future consequences of current decisions.
01.12 Discuss the value of emotional self-control in the workplace.
01.13 Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated work related problem.
01.14 Identify and practice stress management and relaxation techniques.
01.15 Discuss importance of practicing positive customer service skills.
02.0 Identify the communication skills necessary for successful employment. The student will be able to:
02.01 Describe the importance of the proper use of grammar, vocabulary, and diction.

CTE Standards and Benchmarks	
02.02	Identify the appropriate way to address people.
02.03	Identify appropriate conversation for work related settings.
02.04	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.
02.05	List professional vocabulary appropriate for the work environment.
02.06	Demonstrate ability to communicate in a multicultural setting.
02.07	Identify and define commonly used customer service terms such as complaints, internal and external customers.
02.08	Demonstrate the ability to listen to, follow, and provide directions.
02.09	Demonstrate the placing/receiving of telephone calls in a businesslike manner.
02.10	Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.
03.0	Identify the mathematical skills necessary for successful employment. The student will be able to:
03.01	Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
03.02	Compute different methods of monetary compensation (e.g., annual salary, hourly wage, commission, piecework).
03.03	Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.
03.04	Prepare a balanced budget based on income and expenses.
03.05	Describe importance of maintaining an accurate checkbook balance.
03.06	Identify mathematical skills used by employees in a variety of career fields (e.g., electricians and apply electrical formulas to calculate watts, amps, ohms, or volts).
04.0	Demonstrate knowledge and skills related to mathematics. The student will be able to:
04.01	Demonstrate knowledge of arithmetic operations.
04.02	Analyze and apply data and measurements to solve problems and interpret documents.
04.03	Construct charts/tables/graphs using functions and data.
05.0	Demonstrate knowledge and skills related to science. The student will be able to:
05.01	Discuss the role of creativity in constructing scientific questions, methods and explanations.

CTE Standards and Benchmarks	
	05.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.
06.0	Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
	06.01 Employ leadership skills to accomplish organizational goals and objectives.
	06.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	06.03 Conduct and participate in meetings to accomplish work tasks.
	06.04 Employ mentoring skills to inspire and teach others.
07.0	Use oral and written communication skills to create, express, and interpret information and ideas. The student will be able to:
	07.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	07.02 Locate, organize and reference written information from various sources.
	07.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	07.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.
	07.05 Apply active listening skills to obtain and clarify information.
	07.06 Develop and interpret tables and charts to support written and oral communications.
	07.07 Exhibit public relations skills that aid in achieving customer satisfaction.
08.0	Describe the duties and responsibilities of a successful employee. The student will be able to:
	08.01 Explain how to handle customer inquiries/complaints.
	08.02 Explain how to handle difficult internal and external customers.
	08.03 Explain how to interpret policies to internal and external customers.
	08.04 Classify customer services according to nature and characteristics of the activity.
	08.05 Review methods to resolve customer problems through clarifying and explaining policies and procedures.
	08.06 Explain the importance of stress management and relaxation techniques as they relate to job performance.
	08.07 Demonstrate an understanding of gender, age, disability, and cultural courtesy.

CTE Standards and Benchmarks		
	08.08	Describe workplace codes of professional/business conduct.
	08.09	Explain the concepts of integrity, credibility, reliability, and perseverance.
	08.10	List the responsibilities an employer has for his/her employees (ethical, social, legal.
09.0	Explain the importance of employability and entrepreneurship skills. The student will be able to:	
	09.01	Identify and demonstrate positive work behaviors needed to be employable.
	09.02	Develop personal career plan that includes goals, objectives, and strategies.
	09.03	Examine licensing, certification, and industry credentialing requirements.
	09.04	Maintain a career portfolio to document knowledge, skills, and experience.
	09.05	Evaluate and compare employment opportunities that match career goals.
	09.06	Identify and exhibit traits for retaining employment.
	09.07	Identify opportunities and research requirements for career advancement.
	09.08	Research the benefits of ongoing professional development.
	09.09	Examine and describe entrepreneurship opportunities as a career planning option.
10.0	Use information technology tools. The student will be able to:	
	10.01	Use personal information management (PIM) applications to increase workplace efficiency.
	10.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
	10.03	Employ computer operations applications to access, create, manage, integrate, and store information.
	10.04	Employ collaborative/groupware applications to facilitate group work.
11.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and identify the relationship of these systems to organizational performance and regulatory compliance. The student will be able to:	
	11.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	11.02	Explain emergency procedures to follow in response to workplace accidents.
	11.03	Create a disaster and/or emergency response plan.

CTE Standards and Benchmarks	
12.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The student will be able to:
12.01	Describe the nature and types of business organizations.
12.02	Explain the effect of key organizational systems on performance and quality.
12.03	List and describe quality control systems and/or practices common to the workplace.
12.04	Explain the impact of the global economy on business organizations.
13.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:
13.01	Evaluate and justify decisions based on ethical reasoning.
13.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
13.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
13.04	Interpret and explain written organizational policies and procedures.
14.0	Demonstrate knowledge and skills related to language arts. The student will be able to:
14.01	Locate, comprehend and evaluate key elements of oral and written information.
14.02	Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
14.03	Present information formally and informally for specific purposes and audiences.
15.0	Solve problems using critical thinking skills, creativity and innovation. The student will be able to:
15.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
15.02	Employ critical thinking and interpersonal skills to resolve conflicts.
15.03	Identify and document workplace performance goals and monitor progress toward those goals.
15.04	Conduct technical research to gather information necessary for decision-making.
16.0	Demonstrate money-management concepts, procedures, and strategies. The student will be able to:
16.01	Identify and describe the services and legal responsibilities of financial institutions.
16.02	Describe the effect of money management on personal and career goals.

CTE Standards and Benchmarks	
16.03	Develop a personal budget and financial goals.
16.04	Complete financial instruments for making deposits and withdrawals.
16.05	Maintain financial records.
16.06	Read and reconcile financial statements.
16.07	Research, compare and contrast investment opportunities.

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.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

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

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

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.

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

NOTE: There is a **Cooperative Education Manual** available on-line with guidelines for workplace experiences. It can be accessed on the DOE Website.

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education
Curriculum Framework

Program Title: **Workplace Technology Applications**
Program Type: **Non Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Non Career Preparatory	
Program Number	8300330
CIP Number	10110101PA
Grade Level	9-12, 30, 31
Standard Length	.5 credit
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of technology, how it works, and its uses in the workplace.

The content includes, but is not limited to, the knowledge and skills related to the technology, how it works, and its uses in the workplace.

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

Program Structure

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8300330	Workplace Technology Applications	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE COOR WK EX @7	.5 credit	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

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   Explain the past, present, and future importance of technology in the workplace.
02.0   Define the basic terminology associated with technology in the workplace.
03.0   Describe components of emerging technology.
04.0   Describe ways technology is used by business to satisfy the needs and wants of customers.
05.0   Describe and demonstrate the uses of computers.
06.0   Demonstrate selected workplace software application programs.
07.0   Describe applications of technology in the workplace.
08.0   Discuss employment opportunities in the field of technology.
09.0   Demonstrate knowledge of telecommunications.
10.0   Identify legal and ethical issues related to technology in the workplace.
11.0   Demonstrate mathematics knowledge and skills.
12.0   Demonstrate science knowledge and skills.
13.0   Use oral and written communication skills in creating, expressing and interpreting information and ideas.
14.0   Demonstrate language arts knowledge and skills.
15.0   Solve problems using critical thinking skills, creativity and innovation.
16.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
17.0   Use information technology tools.
18.0   Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
19.0   Demonstrate personal money-management concepts, procedures, and strategies.
20.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
21.0   Describe the importance of professional ethics and legal responsibilities.
22.0   Explain the importance of employability and entrepreneurship skills.

Florida Department of Education
Student Performance Standards

Course Title: **Workplace Technology Applications**
Course Number: **8300330**
Course Credit: **.5**

CTE Standards and Benchmarks
01.0 Explain the past, present, and future importance of technology in the workplace. The student will be able to:
01.01 Summarize development of technology and response of technology to changing needs.
01.02 List uses of technology in the business community.
01.03 Describe ways technology helps employees do their job.
01.04 Contrast ways employees perform their jobs today using technology with the methods used 20 years ago.
01.05 Describe how technology can be used to enhance the employee's ability to meet the needs of business and industry.
01.06 Explain the importance of keyboarding in the use of technology.
01.07 Explain the concept of programming languages.
01.08 Describe ergonomic principles important to the configuration of a workstation.
01.09 Participate in a group presentation discussing if electronic storage transmission of information will lead to the "paperless office."
01.10 Provide several examples of how technology might be used in the future and its possible impact on the workplace (e.g., voice recognition dictation).
02.0 Define the basic terminology associated with technology in the workplace. The student will be able to:
02.01 Define and describe the term *hardware*.
02.02 Define and describe the term *program*.
02.03 Define and describe the term *programming language*.
02.04 Define and describe the term *operating system*.
02.05 Define and describe the terms *systems software* and *applications software*.

	02.06	Define and describe the concept of *computer literacy*.
	02.07	Define and describe the terms *mainframe computer*, *minicomputers*, and *microcomputers*.
	02.08	Define and describe the term *microprocessor*.
	02.09	Define and describe the term *Graphical User Interface (GUI)*.
	02.10	Explain the difference between data and information.
	02.11	Define and describe the term *modem*.
	02.12	Define and describe the terms *Internet*, *World Wide Web (www)*, *FTP*, *intranet*, and *extranet*.
	02.13	Define and describe *Universal Resource Locator* (URL) and the associated extensions.
	02.14	Identify a variety of Internet search engines.
03.0	Describe components of emerging technology. The student will be able to:	
	03.01	List ten (10) examples of emerging technologies.
	03.02	Identify and define multi-media technology.
	03.03	Identify techniques for designing effective multi-media presentations.
	03.04	Identify and describe the various information systems (e.g., OIS, MIS, DSS, IIS) available in today's business environment.
	03.05	Identify the basic functions of each of the above information systems.
	03.06	Discuss management of above listed information systems.
04.0	Describe ways technology is used by business to satisfy the needs and wants of customers. The student will be able to:	
	04.01	Identify information provided to a consumer on a sample computerized receipt and invoice.
	04.02	Describe advantages of computers in the workplace.
	04.03	Describe disadvantages of computers in the workplace.
	04.04	Describe how a word processor helps businesses benefit the customers.
	04.05	Describe how a database helps businesses benefit the customers.
	04.06	Describe how a spreadsheet helps businesses benefit the customers.

	04.07	Describe how sophisticated programs such as graphics and desktop publishing help businesses benefit their customers.
	04.08	Describe how businesses use the world wide web and web pages to reduce costs, improve communication, and market products or images.
	04.09	Discuss how teleconferencing can save time and money.
	04.10	Compare and contrast the use of pagers and cellular telephones.
05.0	Describe and demonstrate the uses of computers. The student will be able to:	
	05.01	Define and describe the three components of computer hardware: input device, central processing unit, and output device.
	05.02	Demonstrate "booting" and "power off" procedures for a computer.
	05.03	Explain use of machine specific commands and keyboard functions.
	05.04	Demonstrate use of a mouse.
	05.05	Demonstrate use of a printer.
	05.06	Demonstrate various methods for storing information.
	05.07	Describe use of electronic mail.
	05.08	Describe use of a scanner.
	05.09	Describe use of a digital camera.
	05.10	Describe use of a video camera and/or images
	05.11	Define and describe processing and multi-tasking
	05.12	Describe at least two methods of compressing files.
	05.13	Describe the use of hypertext links using "mail to" and "url."
	05.14	Describe a method of setting up a self-extracting file transfer.
	05.15	Describe the use of two different types of electronic video.
	05.16	Explain two methods of constructing a document in a hybrid platform.
	05.17	Describe a method of converting a web graphic for GIF to JPG.
	05.18	Demonstrate the relationship of programming language, input, memory (storage), arithmetic and logic, control, and output (distribution).

	05.19	Describe importance of care and handling of a computer and peripherals and systems maintenance.
	05.20	Describe typical computer component and peripheral problems.
06.0	Demonstrate selected workplace software applications. The student will be able to:	
	06.01	List the brand names of computers used by several businesses in the community.
	06.02	List the names of application software being used by several businesses in the community.
	06.03	Compare and contrast types of technology and software being used in the business community with what is available at your school.
	06.04	Describe how one software package is being used (applied) in a sample workplace.
	06.05	Prepare a business letter and envelope using an integrated software application package.
	06.06	Demonstrate a method to produce mailing labels using computer software.
	06.07	Develop a sample database to integrate with a business letter.
	06.08	Develop a sample spreadsheet to integrate with a business letter.
	06.09	Develop a sample computer-generated graph to represent collected data.
	06.10	Develop a sample presentation using PowerPoint or comparable software application.
	06.11	Demonstrate the use of a computer system in processing information and resources.
	06.12	Evaluate appropriateness of various peripherals for specific applications.
07.0	Describe applications of technology in the workplace. The student will be able to:	
	07.01	Describe the uses of Computer-Aided Design (CAD), Computer-Aided Manufacturing (CAM), and Computer Numeric Control (CNC).
	07.02	Describe the uses of computer cash registers.
	07.03	Explain the use of computers in manufacturing.
	07.04	Explain the use of computers in government.
	07.05	Explain the use of computers in communications.
	07.06	Explain the use of computers in transportation.
	07.07	Explain the use of computers in education.

	07.08	Explain the use of computers in science and engineering.
	07.09	Explain the use of computers in medicine.
	07.10	Explain the use of computers in banking and investing.
	07.11	Explain the use of computers in customer service.
	07.12	Explain the use of computers in the arts and music.
	07.13	Describe transdisciplinary computer literacy and computer-based technological applications.
	07.14	Identify kinds and levels of work and job opportunities related to transdisciplinary computer technology.
	07.15	Describe the uses of databases in the workplace.
	07.16	Explain a method to back-up and maintain files and a computer system.
	07.17	Describe current and emerging telecommunications systems.
	07.18	Summarize present and potential diverse applications of technology including robotics.
08.0	Discuss employment opportunities in the field of technology. The student will be able to:	
	08.01	List 10 different types of employment opportunities available in the technology field (e.g., systems analyst, operator, repair specialist, salesperson, web page designer).
	08.02	Prepare and deliver an oral report on one of the jobs available including necessary education and training, pay, positions available, advancement opportunities.
	08.03	Interview individuals currently employed in the technology field.
	08.04	Create an electronic résumé that could be used to apply for a technology-related position.
09.0	Demonstrate knowledge of telecommunications. The student will be able to:	
	09.01	Identify the basic functions of telecommunications.
	09.02	Define and describe Local Area Networks (LANS).
	09.03	Define and describe Wide Area Networks (WANS).
	09.04	Define and describe electronic mail (e-mail) capabilities and functions.
	09.05	Define and describe facsimile (fax).
	09.06	Define and describe voice messaging.

	09.07	Define and describe networking cabling requirements.
	09.08	Discuss the emergence of the Internet and electronic bulletin boards as means of transmitting information.
	09.09	Describe the process for arranging a teleconference.
10.0	Identify legal and ethical issues related to technology in the workplace. The student will be able to:	
	10.01	Discuss the impact of technology and related trends on society and the environment.
	10.02	Identify ethical issues resulting from technological advances (e.g., hacking, computer viruses, copyright infringement).
	10.03	Discuss copyright laws and their impact on technology.
	10.04	Research ways to promote confidentiality for messages transmitted via technology.
	10.05	Participate in a group presentation discussing legal and ethical issues pertaining to the use of technology in the workplace (e.g., personal privacy, security).
11.0	Demonstrate mathematics knowledge and skills. The student will be able to:	
	11.01	Demonstrate knowledge of arithmetic operations.
	11.02	Analyze and apply data and measurements to solve problems and interpret documents.
	11.03	Construct charts/tables/graphs using functions and data.
12.0	Demonstrate science knowledge and skills. The student will be able to:	
	12.01	Discuss the role of creativity in constructing scientific questions, methods and explanations.
	12.02	Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.
13.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas. The student will be able to:	
	13.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	13.02	Locate, organize and reference written information from various sources.
	13.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	13.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
	13.05	Apply active listening skills to obtain and clarify information.
	13.06	Develop and interpret tables and charts to support written and oral communications.

	13.07 Exhibit public relations skills that aid in achieving customer satisfaction.
14.0	Demonstrate language arts knowledge and skills. The student will be able to:
	14.01 Locate, comprehend and evaluate key elements of oral and written information.
	14.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
	14.03 Present information formally and informally for specific purposes and audiences.
15.0	Solve problems using critical thinking skills, creativity and innovation. The student will be able to:
	15.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.
	15.02 Employ critical thinking and interpersonal skills to resolve conflicts.
	15.03 Identify and document workplace performance goals and monitor progress toward those goals.
	15.04 Conduct technical research to gather information necessary for decision-making.
16.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student will be able to:
	16.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	16.02 Explain emergency procedures to follow in response to workplace accidents.
	16.03 Create a disaster and/or emergency response plan.
17.0	Use information technology tools. The student will be able to:
	17.01 Use personal information management (PIM) applications to increase workplace efficiency.
	17.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.
	17.03 Employ computer operations applications to access, create, manage, integrate, and store information.
	17.04 Employ collaborative/groupware applications to facilitate group work.
18.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
	18.01 Employ leadership skills to accomplish organizational goals and objectives.
	18.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	18.03 Conduct and participate in meetings to accomplish work tasks.

	18.04 Employ mentoring skills to inspire and teach others.
19.0	Demonstrate personal money-management concepts, procedures, and strategies. The student will be able to:
	19.01 Identify and describe the services and legal responsibilities of financial institutions.
	19.02 Describe the effect of money management on personal and career goals.
	19.03 Develop a personal budget and financial goals.
	19.04 Complete financial instruments for making deposits and withdrawals.
	19.05 Maintain financial records.
	19.06 Read and reconcile financial statements.
	19.07 Research, compare and contrast investment opportunities.
20.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The student will be able to:
	20.01 Describe the nature and types of business organizations.
	20.02 Explain the effect of key organizational systems on performance and quality.
	20.03 List and describe quality control systems and/or practices common to the workplace.
	20.04 Explain the impact of the global economy on business organizations.
21.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:
	21.01 Evaluate and justify decisions based on ethical reasoning.
	21.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	21.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	21.04 Interpret and explain written organizational policies and procedures.
22.0	Explain the importance of employability and entrepreneurship skills. The student will be able to:
	22.01 Identify and demonstrate positive work behaviors needed to be employable.
	22.02 Develop personal career plan that includes goals, objectives, and strategies.
	22.03 Examine licensing, certification, and industry credentialing requirements.

22.04	Maintain a career portfolio to document knowledge, skills, and experience.
22.05	Evaluate and compare employment opportunities that match career goals.
22.06	Identify and exhibit traits for retaining employment.
22.07	Identify opportunities and research requirements for career advancement.
22.08	Research the benefits of ongoing professional development.
22.09	Examine and describe entrepreneurship opportunities as a career planning option.

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.

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

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

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

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

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education
Curriculum Framework

Course Title: **Cooperative Diversified Education - OJT**
Course Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Cooperative Education - OJT	
Course Number	8300420
CIP Number	10988620CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	Refer to the **Course Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, 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 Diversified Education; 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 Diversified Education 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.

Cooperative Diversified 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.

Course Structure

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

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8300420	Cooperative Diversified Education - OJT	ANY FIELD BA OR HIGHER ANY VOC FIELD OR COV COOP TEACH @7 COOR DCT @4 @7 COOR WK EXP @7 7G MKTG 1@2	Multiple Credits	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

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: Cooperative Diversified Education OJT
Secondary Number: 8300420

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.

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.

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

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

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

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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.

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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education
Curriculum Framework

Program Title: **Career and Technical Education Internship**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Career Preparatory	
Program Number	8300430
CIP Number	10988630CP
Grade Level	9-12, 30, 31
Standard Length	Multiple Credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
SOC Codes (all applicable)	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; 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 career education. This program offers a broad foundation of knowledge and skills to prepare students for employment in the selected occupational area.

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

To enroll in the internship, a student must be currently enrolled in or has completed a career course/program (including Technology Education). Students will be allowed a maximum of 450 total hours at the workplace-learning site, regardless of the number of credits earned.

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

Program Structure

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8300430	Guided Workplace Learning (Internship)/Career and Technical Education Internship	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE	Multiple Credits	N/A	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

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 skills related to mathematics.
02.0   Demonstrate knowledge and skills related to science.
03.0   Use oral and written communication skills to create, express, and interpret information and ideas.
04.0   Demonstrate knowledge and skills related to language arts.
05.0   Solve problems using critical thinking skills, creativity and innovation.
06.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
07.0   Use information technology tools.
08.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
09.0   Demonstrate money-management concepts, procedures, and strategies.
10.0   Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
11.0   Describe the importance of professional ethics and legal responsibilities.
12.0   Explain the importance of employability and entrepreneurship skills.

Florida Department of Education
Student Performance Standards

Course Title: **Guided Workplace-Learning**
Course Number: **8300430**
Course Credit: **Multiple**

Course Description:

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

CTE Standards and Benchmarks
01.0 Demonstrate knowledge and skills related to mathematics. The student will be able to:
01.01 Demonstrate knowledge of arithmetic operations.
01.02 Analyze and apply data and measurements to solve problems and interpret documents.
01.03 Construct charts/tables/graphs using functions and data.
02.0 Demonstrate knowledge and skills related to science. The student will be able to:
02.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.
02.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.
03.0 Use oral and written communication skills to create, express, and interpret information and ideas. The student will be able to:
03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
03.02 Locate, organize and reference written information from various sources.
03.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
03.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.
03.05 Apply active listening skills to obtain and clarify information.

	03.06	Develop and interpret tables and charts to support written and oral communications.
	03.07	Exhibit public relations skills that aid in achieving customer satisfaction.
04.0	Demonstrate knowledge and skills related to language arts. The student 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	Solve problems using critical thinking skills, creativity and innovation. The student will be able to:	
	05.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
	05.02	Employ critical thinking and interpersonal skills to resolve conflicts.
	05.03	Identify and document workplace performance goals and monitor progress toward those goals.
	05.04	Conduct technical research to gather information necessary for decision-making.
06.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance. The student will be able to:	
	06.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
	06.02	Explain emergency procedures to follow in response to workplace accidents.
	06.03	Create a disaster and/or emergency response plan.
07.0	Use information technology tools. The student will be able to:	
	07.01	Use personal information management (PIM) applications to increase workplace efficiency.
	07.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.
	07.03	Employ computer operations applications to access, create, manage, integrate, and store information.
	07.04	Employ collaborative/groupware applications to facilitate group work.
08.0	Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:	
	08.01	Employ leadership skills to accomplish organizational goals and objectives.

CTE Standards and Benchmarks	
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 money-management concepts, procedures, and strategies. The student 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 roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. The student will be able to:
10.01	Describe the nature and types of business organizations.
10.02	Explain the effect of key organizational systems on performance and quality.
10.03	List and describe quality control systems and/or practices common to the workplace.
10.04	Explain the impact of the global economy on business organizations.
11.0	Describe the importance of professional ethics and legal responsibilities. The students will be able to:
11.01	Evaluate and justify decisions based on ethical reasoning.
11.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
11.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
11.04	Interpret and explain written organizational policies and procedures.
12.0	Explain the importance of employability and entrepreneurship skills. The student will be able to:

CTE Standards and Benchmarks	
12.01	Identify and demonstrate positive work behaviors needed to be employable.
12.02	Develop personal career plan that includes goals, objectives, and strategies.
12.03	Examine licensing, certification, and industry credentialing requirements.
12.04	Maintain a career portfolio to document knowledge, skills, and experience.
12.05	Evaluate and compare employment opportunities that match career goals.
12.06	Identify and exhibit traits for retaining employment.
12.07	Identify opportunities and research requirements for career advancement.
12.08	Research the benefits of ongoing professional development.
12.09	Examine and describe entrepreneurship opportunities as a career planning option.

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.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

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

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

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.

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

The internship must include the following components:

Pre-Placement Planning Conference: The student, teacher, and the Career and Technical Education Internship site supervisor must participate in a pre-placement conference. It is also recommended that the parent/guardian of the student be included in the pre-placement planning conference. Pre-placement planning is essential in designing learning experiences that are appropriate for each individual's learning needs and career interests. Also, it is critical that all parties involved understand and agree on time schedules, expectations, training/learning activities, and evaluation methods. The internship agreement should be signed by the student, teacher/coordinator, parent/guardian, and the Career and Technical Education Internship site supervisor.

Career and Technical Education Internship Site: The following criteria should be met when choosing the Career and Technical Education Internship site:

The internship must allow experiences that utilize both skills and knowledge directly related to the student's career goal and the career and technical course/program in which the student is enrolled or has completed.
The internship must provide opportunities for rotation through a wide variety of increasingly responsible experiences beyond routine activities.
The internship must provide skilled workplace-learning site supervisors and/or mentors who are interested and willing to assist the student.
The internship must provide a safe and ethically sound environment with up-to-date facilities and equipment. The internship must adhere to all state and federal laws and rules regarding the employment of minors. The internship must not displace a paid employee.
The student does not have to be paid.
Timecards documenting the time spent at the internship site must be maintained.

Job Experience: This component shall provide a match between the student's career goal and a work-based situation that will provide exposure to the broad aspects of the selected industry. The assigned tasks should allow for a progression of and rotation through experiences requiring a variety of skills and knowledge at increasingly higher levels as relates to the student's career major.

Career and Technical Education Internship Plan: A Career and Technical Education Internship plan must be developed and implemented for each student. The student performance standards of the Career and Technical Education Internship plan should include an outline of learning objectives, methods of learning, activities/responsibilities, time required, provisions for supervision, and method(s) of student evaluation. The Career and Technical Education Internship plan must be signed by the student, teacher/coordinator, parent/guardian, and the Career and Technical Education Internship site supervisor.

Weekly Class or Seminar: Students in the Career and Technical Education Internship must meet a minimum of once per week for the purpose of related instruction and developmental activity. These seminars should provide a forum for students to share and learn from each other's experiences through discussion and group activities/projects. Faculty should also use this time to reinforce the application of subject matter in the internship setting. Students should be encouraged to reflect upon and personalize their experiences through individual journals and also through interaction with the teacher/coordinator and the Career and Technical Education Internship site supervisor.

Supervision/Site Visits: Teacher/Coordinators of the Career and Technical Education Internship must monitor and support learning while students are in the field. Teacher/coordinators should visit the internship site as frequently as once every two weeks, but not less than once per month so that students may be observed performing all facets of their internship experiences. Students must also be evaluated a minimum of once per grading period by the Career and Technical Education Internship site supervisor. The evaluation should assess how well the student is progressing

towards goals established by the student, teacher/coordinator, and Career and Technical Education Internship site supervisor. Portfolio assessment is a recommended method of student assessment.

For every 20 students (or portion thereof) enrolled in Career and Technical Education Internship, the teacher/coordinator should be given one hour of coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

**Florida Department of Education
Curriculum Framework**

Program Title: Work Experience
Program Type: Non Career Preparatory
Career Cluster: Diversified Education

Secondary – Non Career Preparatory	
Program Number	8301600
CIP Number	10988640CP
Grade Level	9-12, 30, 31
Standard Length	Multiple Credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Diversified Education.

The content includes but is not limited to Diversified Education.

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

Program Structure

The purpose of this program is to provide support for at-risk students. This support shall be provided through instruction in the methods of acquiring the necessary human relations skills, work ethic, and common knowledge required for successful employment and for selection of a career plan that will guide the transition from school-to-work. Concurrently, the student is to be engaged in paid, supervised part-time employment as a means of gaining experience in a bona-fide work environment in compliance with the Child Labor Law established by the U.S. Department of Labor.

The Federal Child Labor Regulation 3 allows 14 and 15 year old students to work during the school day, between 7 AM and 7 PM, for a maximum of 18 hours per week, and a maximum of 3 hours per day, in any occupation permitted by Florida Child Labor Law, the Fair Labor Standards Act (FLSA), and/or in any occupation for which a variance (Student Learner Exemption Agreement) has been obtained from the Department of Labor and Employment Security.

Opportunities are to be provided for the student to obtain competencies and recognition through successful work experience and to satisfactorily complete a high school education.

A student may not enroll in a Work Experience class without concurrent enrollment in Work Experience-OJT (8301650). Also, a student may not enroll in Work Experience-OJT (8301650) without previous or concurrent enrollment in a Work Experience class. Each student enrolled in the Work Experience 1, 2, 3, or 4 courses may earn one credit. A minimum of 1 credit for on-the-job employment experiences may be earned for each year the student is enrolled in Work Experience-OJT.

The student must be paid for work performed and must be directly supervised. Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who previously participated successfully in the in-school and on-the-job instructional activities.

A beginning Work Experience student will be placed in the 8301610-Work Experience 1 course.

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8301610	Work Experience 1	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER COOR WK EXP @7	1 credit	2	
8301620	Work Experience 2		1 credit	2	
8301630	Work Experience 3		1 credit	2	
8301640	Work Experience 4		1 credit	2	
8301650	Work Experience OJT		multiple credits	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

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   Explain the importance of employability and entrepreneurship skills.
02.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
03.0   Use oral and written communication skills to create, express, and interpret information and ideas.
04.0   Define, demonstrate proficiency, and analyze the ability to apply mathematical skills.
05.0   Define, demonstrate, and maintain personal hygiene and health.
06.0   Demonstrate money-management concepts, procedures, and strategies.
07.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
08.0   Define, demonstrate, and assess techniques to maintain professionalism.
09.0   Define, demonstrate, and assess cognitive skills.
10.0   Define, demonstrate, and assess interpersonal and intrapersonal skills.
11.0   Use information technology tools.
12.0   Define, demonstrate, and evaluate understanding of economic and entrepreneurial principles.
13.0   Define, demonstrate, and assess the importance of determining career options.
14.0   Explain the importance of employability and entrepreneurship skills.
15.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance.
16.0   Use oral and written communication skills to create, express, and interpret information and ideas.
17.0   Define, demonstrate proficiency, and analyze the ability to apply mathematical skills.
18.0   Demonstrate money-management concepts, procedures, and strategies.
19.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives.
20.0   Define, demonstrate, and assess techniques to maintain professionalism.
21.0   Define, demonstrate, and assess cognitive skills.
22.0   Define, demonstrate, and assess interpersonal and intrapersonal skills.
23.0   Use information technology tools.
24.0   Define, demonstrate, and assess the importance of determining career options.
25.0   Perform designated job skills.
26.0   Describe the importance of professional ethics and legal responsibilities.
27.0   Perform designated recordkeeping skills.

Florida Department of Education
Student Performance Standards

Course Title: **Work Experience 1**
Course Number: **8301610**
Course Credit: **1**

Course Description:

This course is designed to meet the minimum student performance standards as outlined in the program framework and to provide remedial instruction when needed. Students first entering the program begin with this course.

CTE Standards and Benchmarks
01.0   Explain the importance of employability and entrepreneurship skills. The student will be able to:
01.01 Identify and demonstrate positive work behaviors needed to be employable.
01.02 Develop personal career plan that includes goals, objectives, and strategies.
01.03 Examine licensing, certification, and industry credentialing requirements.
01.04 Maintain a career portfolio to document knowledge, skills, and experience.
01.05 Evaluate and compare employment opportunities that match career goals.
01.06 Identify and exhibit traits for retaining employment.
01.07 Identify opportunities and research requirements for career advancement.
01.08 Research the benefits of ongoing professional development.
01.09 Examine and describe entrepreneurship opportunities as a career planning option.
02.0   Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance. The student 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.

CTE Standards and Benchmarks
03.0 Use oral and written communication skills to create, express, and interpret information and ideas. The student will be able to:
03.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
03.02 Locate, organize and reference written information from various sources.
03.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
03.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.
03.05 Apply active listening skills to obtain and clarify information.
03.06 Develop and interpret tables and charts to support written and oral communications.
03.07 Exhibit public relations skills that aid in achieving customer satisfaction.
04.0 Define, demonstrate proficiency, and analyze the ability to apply mathematical skills. The student will be able to:
04.01 Compute weekly and annual wages.
04.02 Compute wages when overtime is worked.
04.03 Determine wages for jobs when piecework or tips are involved.
04.04 Compute annual salary.
04.05 Use rounding to determine salary in a pay period.
04.06 Use percentages and decimals to compute commissions.
04.07 Identify differences between gross and net pay.
04.08 Change prices from cents to dollars and from dollars to cents.
04.09 Compute the cost of single and multiple items.
04.10 Compute change and count back correctly.
04.11 Use information on coupons to determine the cost of an item when a coupon is used.
04.12 Create a coupon.
04.13 Compute and compare unit prices.

CTE Standards and Benchmarks	
	04.14 Complete a 1040EZ federal income tax form.
05.0	Define, demonstrate, and maintain personal hygiene and health. The student will be able to:
	05.01 Identify advantages of a healthy life style.
	05.02 Identify factors that influence wellness.
	05.03 Assess importance of emotional mental health.
	05.04 Demonstrate types of exercises designed to enhance health/wellness.
	05.05 Identify benefits of good nutrition, proper rest, and exercise.
06.0	Demonstrate money-management concepts, procedures, and strategies. The student will be able to:
	06.01 Identify and describe the services and legal responsibilities of financial institutions.
	06.02 Describe the effect of money management on personal and career goals.
	06.03 Develop a personal budget and financial goals.
	06.04 Complete financial instruments for making deposits and withdrawals.
	06.05 Maintain financial records.
	06.06 Read and reconcile financial statements.
	06.07 Research, compare and contrast investment opportunities.
07.0	Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
	07.01 Employ leadership skills to accomplish organizational goals and objectives.
	07.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	07.03 Conduct and participate in meetings to accomplish work tasks.
	07.04 Employ mentoring skills to inspire and teach others.
08.0	Define, demonstrate, and assess techniques to maintain professionalism. The student will be able to:
	08.01 Identify items to be included in an employment orientation.

CTE Standards and Benchmarks	
08.02	Identify work-related terminology.
08.03	Role-play the importance of respect for the rights of others in the maintenance of a positive working environment.
08.04	Demonstrate methods of displaying a positive work attitude.
08.05	Explain initiative and resourcefulness.
08.06	Demonstrate appropriate workplace social behavior including ability to remain calm and in control in challenging situations.
08.07	Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness.
09.0	Define, demonstrate, and assess cognitive skills. The student will be able to:
09.01	Describe the importance of time management to complete tasks accurately and on time.
09.02	Outline strategies for effective time management.
09.03	Describe role and relationship between values, aptitudes, abilities, goal setting, and attainment of academic and occupational skills.
09.04	Set personal goals and develop a plan of action to achieve those goals.
09.05	Identify problems and consequences of meeting goals.
09.06	Describe ways to deal with success and failure.
09.07	Exhibit awareness of and respect for others.
09.08	Demonstrate ways to improve test-taking skills, including preparing for standardized tests.
10.0	Define, demonstrate, and assess interpersonal and intrapersonal skills. The student will be able to:
10.01	Describe the basic nature of self-understanding.
10.02	Identify and demonstrate positive personality traits.
10.03	Using interpersonal skills, demonstrate the ability to appropriately express feelings, reactions, ideas, opinions, wants, and needs.
10.04	Role-play behaviors that will promote effective human relations.
10.05	Practice the skills of communicating with customers to identify their needs and expectations.
10.06	Practice the ability to work cooperatively with others as a team member.

	10.07	Demonstrate ability to adjust one's behavior to fit the dynamics of a situation.
	10.08	Demonstrate respect for the opinions, customs, and individual differences of others.
	10.09	Interact in a socially appropriate manner.
	10.10	Practice assuming responsibility for decisions and actions.
	10.11	Channel and control emotional reactions professionally.
	10.12	Practice setting personal priorities.
	10.13	Identify the differences between assertiveness and aggressiveness.
	10.14	Describe acceptable ways to deal with success and failure.
11.0		Use information technology tools. The student will be able to:
	11.01	Use personal information management (PIM) applications to increase workplace efficiency.
	11.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.
	11.03	Employ computer operations applications to access, create, manage, integrate, and store information.
	11.04	Employ collaborative/groupware applications to facilitate group work.
13.0		Define, demonstrate, and assess the importance of determining career options. The student will be able to:
	13.01	Use a variety of sources and methods to determine career interests and abilities.
	13.02	Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.
	13.03	Identify non-traditional career options.
	13.04	Debate how educational level affects career choice.
	13.05	Explain importance of networking when researching occupations.
	13.06	Identify advantages of attending a trade or technical school.
	13.07	Identify career training available in the military services.

Florida Department of Education
Student Performance Standards

Course Title: **Work Experience 2**
Course Number: **8301620**
Course Credit: **1**

Course Description:

This course is designed for the second year returning Work Experience student and will provide remediation when needed.

CTE Standards and Benchmarks
01.0 Explain the importance of employability and entrepreneurship skills. The student will be able to:
01.01 Identify and demonstrate positive work behaviors needed to be employable.
01.02 Develop personal career plan that includes goals, objectives, and strategies.
01.03 Examine licensing, certification, and industry credentialing requirements.
01.04 Maintain a career portfolio to document knowledge, skills, and experience.
01.05 Evaluate and compare employment opportunities that match career goals.
01.06 Identify and exhibit traits for retaining employment.
01.07 Identify opportunities and research requirements for career advancement.
01.08 Research the benefits of ongoing professional development.
01.09 Examine and describe entrepreneurship opportunities as a career planning option.
02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance. The student 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 Use oral and written communication skills to create, express, and interpret information and ideas. The student will be able to:

CTE Standards and Benchmarks		
	03.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
	03.02	Locate, organize and reference written information from various sources.
	03.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
	03.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
	03.05	Apply active listening skills to obtain and clarify information.
	03.06	Develop and interpret tables and charts to support written and oral communications.
	03.07	Exhibit public relations skills that aid in achieving customer satisfaction.
04.0	Define, demonstrate proficiency, and analyze the ability to apply mathematical skills. The student will be able to:	
	04.15	Interpret quantitative information from tables, charts, and graphs as related to the workplace.
	04.16	Compute ratios and percentages as related to the workplace.
	04.17	Calculate distance, weight, area, volume, and/or time problems as related to the workplace.
	04.18	Determine costs, time, and resources needed to complete a task within the workplace.
	04.19	Use an advertisement to determine the total cost of several items with different quantities.
05.0	Define, demonstrate, and maintain personal hygiene and health. The student will be able to:	
	05.06	Plan a menu that includes all the major food groups.
	05.07	Identify available counseling and community services.
	05.08	Summarize need for preventive medical practices.
	05.09	Identify the physiological and social implications of personal hygiene practices.
	05.10	Demonstrate knowledge of basic first aid for self-care.
06.0	Demonstrate money-management concepts, procedures, and strategies. The student will be able to:	
	06.01	Identify and describe the services and legal responsibilities of financial institutions.
	06.02	Describe the effect of money management on personal and career goals.

	CTE Standards and Benchmarks
	06.03 Develop a personal budget and financial goals.
	06.04 Complete financial instruments for making deposits and withdrawals.
	06.05 Maintain financial records.
	06.06 Read and reconcile financial statements.
	06.07 Research, compare and contrast investment opportunities.
07.0	Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
	07.01 Employ leadership skills to accomplish organizational goals and objectives.
	07.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	07.03 Conduct and participate in meetings to accomplish work tasks.
	07.04 Employ mentoring skills to inspire and teach others.
08.0	Define, demonstrate, and assess techniques to maintain professionalism. The student will be able to:
	08.08 Demonstrate ability to take direction, accept constructive criticism, and adjust behavior to fit the dynamics of a situation.
	08.09 Define *ethics* as applicable to the workplace.
	08.10 Establish a personal code of ethics.
	08.11 Explain importance of maintaining quality standards, regular work habits, and pride in work accomplished.
	08.12 Demonstrate ability to work cooperatively in a group to resolve challenges and make decisions.
	08.13 Identify how individuals from diverse backgrounds offer unique contributions.
09.0	Define, demonstrate, and assess cognitive skills. The student will be able to:
	09.09 Explain the steps involved in decision-making.
	09.10 Identify the process involved in problem-solving.
	09.11 Develop an action plan for solving problems and making decisions using critical thinking skills.
	09.12 Identify strategies for building self-esteem and enhancing decision-making skills.

CTE Standards and Benchmarks	
	09.13 Demonstrate knowledge of the planning process.
10.0	Define, demonstrate, and assess interpersonal and intrapersonal skills. The student will be able to:
	10.15 Demonstrate the ability to offer and accept constructive criticism.
	10.16 Identify areas where personal change and adjustment may be necessary.
	10.17 Exhibit open-mindedness towards ideas and opinions different from your own.
11.0	Use information technology tools. The student will be able to:
	11.01 Use personal information management (PIM) applications to increase workplace efficiency.
	11.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.
	11.03 Employ computer operations applications to access, create, manage, integrate, and store information.
	11.04 Employ collaborative/groupware applications to facilitate group work.
12.0	Define, demonstrate, and evaluate understanding of economic and entrepreneurial principles. The student will be able to:
	12.01 Define economy, free enterprise, producers, consumers, and marketplace.
	12.02 Debate why prices fluctuate as a result of supply and demand, production costs, and competition.
	12.03 Explain the impact of unemployment and underemployment on the economy.
	12.04 Define entrepreneur and entrepreneurship.
	12.05 Evaluate available types of business opportunities compatible with your skills and career interests.
	12.06 List advantages and disadvantages of entrepreneurship.
	12.07 Identify the behaviors and attitudes commonly found in entrepreneurs.
	12.08 Explain the primary means of going into business.
	12.09 Describe the different legal forms of business ownership.
	12.10 Identify key factors in selecting a business location.
	12.11 Compare and contrast owning a business with being an employee.

CTE Standards and Benchmarks
13.0   Define, demonstrate, and assess the importance of determining career options. The student will be able to:
13.08   Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities.
13.09   Evaluate personal strengths and weaknesses in relation to the selected occupational area.
13.10   Explain the influence of life roles on career choice.
13.11   Analyze changes occurring in the workplace.
13.12   Identify and locate local employment agencies and web-based job search sites.
13.13   Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.

Florida Department of Education
Student Performance Standards

Course Title: Work Experience 3
Course Number: 8301630
Course Credit: 1

Course Description:

This course is designed for the third year returning Work Experience student and will provide remediation when needed.

CTE Standards and Benchmarks
14.0 Explain the importance of employability and entrepreneurship skills. The student will be able to:
14.01 Identify and demonstrate positive work behaviors needed to be employable.
14.02 Develop personal career plan that includes goals, objectives, and strategies.
14.03 Examine licensing, certification, and industry credentialing requirements.
14.04 Maintain a career portfolio to document knowledge, skills, and experience.
14.05 Evaluate and compare employment opportunities that match career goals.
14.06 Identify and exhibit traits for retaining employment.
14.07 Identify opportunities and research requirements for career advancement.
14.08 Research the benefits of ongoing professional development.
14.09 Examine and describe entrepreneurship opportunities as a career planning option.
15.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance. The student will be able to:
15.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
15.02 Explain emergency procedures to follow in response to workplace accidents.
15.03 Create a disaster and/or emergency response plan.
16.0 Use oral and written communication skills to create, express, and interpret information and ideas. The student will be able to:

CTE Standards and Benchmarks	
16.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
16.02	Locate, organize and reference written information from various sources.
16.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
16.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
16.05	Apply active listening skills to obtain and clarify information.
16.06	Develop and interpret tables and charts to support written and oral communications.
16.07	Exhibit public relations skills that aid in achieving customer satisfaction.
17.0	Define, demonstrate proficiency, and analyze the ability to apply mathematical skills. The student will be able to:
17.01	Calculate the areas of surface and complete an accurate estimate of the cost of materials for covering those surfaces.
17.02	Use ratios, proportions, and a scale to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.
17.03	Explain the "Renter's Rule."
17.04	List the costs associated with buying a home.
17.05	Explain the "Banker's Rule."
17.06	Identify several different types of home mortgage loans.
18.0	Demonstrate money-management concepts, procedures, and strategies. The student will be able to:
18.01	Identify and describe the services and legal responsibilities of financial institutions.
18.02	Describe the effect of money management on personal and career goals.
18.03	Develop a personal budget and financial goals.
18.04	Complete financial instruments for making deposits and withdrawals.
18.05	Maintain financial records.
18.06	Read and reconcile financial statements.
18.07	Research, compare and contrast investment opportunities.

CTE Standards and Benchmarks
19.0   Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
19.01   Employ leadership skills to accomplish organizational goals and objectives.
19.02   Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
19.03   Conduct and participate in meetings to accomplish work tasks.
19.04   Employ mentoring skills to inspire and teach others.
20.0   Define, demonstrate, and assess techniques to maintain professionalism. The student will be able to:
20.01   Demonstrate ways to improve service to internal and external customers.
20.02   Identify ways to develop and improve skills and traits important to the job and to the organization.
20.03   Role-play types and methods of dealing with peer pressure.
20.04   Demonstrate self-control when minimum direction and supervision are provided.
20.05   Debate importance of planning to meet deadlines.
20.06   Maintain quality standards, regular work habits, and pride in one's work.
21.0   Define, demonstrate, and assess cognitive skills. The student will be able to:
21.01   Demonstrate ability to think creatively and generate new ideas.
21.02   Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.
21.03   Analyze managerial skills necessary for decision making in different work related situations.
22.0   Define, demonstrate, and assess interpersonal and intrapersonal skills. The student will be able to:
22.01   Demonstrate appropriate etiquette.
22.02   Practice stress management techniques.
22.03   Demonstrate loyalty to the team and show commitment to the team's growth and improvement.
22.04   Help fellow team members accomplish their tasks.
23.0   Use information technology tools. The student will be able to:

CTE Standards and Benchmarks		
	23.01	Use personal information management (PIM) applications to increase workplace efficiency.
	23.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.
	23.03	Employ computer operations applications to access, create, manage, integrate, and store information.
	23.04	Employ collaborative/groupware applications to facilitate group work.
24.0	Define, demonstrate, and assess the importance of determining career options. The student will be able to:	
	24.01	Identify sources of financial assistance for postsecondary education and training.
	24.02	Describe the requirements and procedures for obtaining different types of financial assistance.
	24.03	Discuss the role of professional organizations in workforce development.
	24.04	Describe apprenticeship programs.
	24.05	Develop an education and career plan.

Florida Department of Education
Student Performance Standards

Course Title: **Work Experience 4**
Course Number: **8301640**
Course Credit: **1**

Course Description:

This course is designed for the fourth year returning Work Experience students and will provide remediation when needed.

CTE Standards and Benchmarks
15.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and the relationship of these systems to organizational performance and regulatory compliance. The student will be able to:
15.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
15.02 Explain emergency procedures to follow in response to workplace accidents.
15.03 Create a disaster and/or emergency response plan.
16.0 Use oral and written communication skills to create, express, and interpret information and ideas. The student will be able to:
16.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
16.02 Locate, organize and reference written information from various sources.
16.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
16.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.
16.05 Apply active listening skills to obtain and clarify information.
16.06 Develop and interpret tables and charts to support written and oral communications.
16.07 Exhibit public relations skills that aid in achieving customer satisfaction.
17.0 Define, demonstrate proficiency, and analyze the ability to apply mathematical skills. The student will be able to:
17.07 Compute payments for purchases of items, including comparing and computing regular price, discount rate, and sale price.
17.08 Use elapsed time to determine date of payment.

	17.09	Read maps and compute distances.
	17.10	Compute travel fares and hotel expenses.
	17.11	Find the exchange rate between the U.S. dollar and a variety of foreign currencies.
	17.12	Compute cost of car rentals and parking charges.
	17.13	Compare time in different time zones.
	17.14	Calculate flight times between different time zones.
	17.15	Demonstrate how to complete an expense account form.
	17.16	Explain personal allowances, withholding, dependents, exemptions, and deductions per the Internal Revenue Service.
	17.17	Complete a 1040A and a 1040 federal income tax form.
18.0		Demonstrate money-management concepts, procedures, and strategies. The student will be able to:
	18.01	Identify and describe the services and legal responsibilities of financial institutions.
	18.02	Describe the effect of money management on personal and career goals.
	18.03	Develop a personal budget and financial goals.
	18.04	Complete financial instruments for making deposits and withdrawals.
	18.05	Maintain financial records.
	18.06	Read and reconcile financial statements.
	18.07	Research, compare and contrast investment opportunities.
19.0		Demonstrate the leadership and teamwork skills needed to accomplish team goals and objectives. The student will be able to:
	19.01	Employ leadership skills to accomplish organizational goals and objectives.
	19.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
	19.03	Conduct and participate in meetings to accomplish work tasks.
	19.04	Employ mentoring skills to inspire and teach others.

CTE Standards and Benchmarks
21.0 Define, demonstrate, and assess cognitive skills. The student will be able to:
21.04 Gather and use data and other information to identify causes of problems and develop appropriate strategies for solutions.
21.05 Identify and analyze the rule or principle underlying the relationship between two or more objects for use in future applications.
21.06 Illustrate how the ability to learn is a lifelong skill.
22.0 Define, demonstrate, and assess interpersonal and intrapersonal skills. The student will be able to:
22.05 Demonstrate ability to work with individuals from different cultures.
22.06 Explain importance of being socially flexible and receptive to new ideas.
23.0 Use information technology tools. The student will be able to:
23.01 Use personal information management (PIM) applications to increase workplace efficiency.
23.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and Internet applications.
23.03 Employ computer operations applications to access, create, manage, integrate, and store information.
23.04 Employ collaborative/groupware applications to facilitate group work.
24.0 Define, demonstrate, and assess the importance of determining career options. The student will be able to:
24.06 Discuss sex equity in terms of career choice.
24.07 Assess differences in wages, annual income, and job opportunities based on geographic location, gender, ethnicity, and age.
24.08 Explain the process for obtaining school transcripts.
24.09 Demonstrate ability to make career decisions based on self-awareness and an awareness of various career clusters and occupations.
24.10 Assess and use information to develop a lifelong career plan and identify problems that may interfere with the plan.
24.11 Assess plan for gaining mentors and obtaining knowledge of opportunities for continuing education, cross-training, retraining, and additional certification and degrees.

Florida Department of Education
Student Performance Standards

Course Title: **Work Experience OJT**
Course Number: **8301650**
Course Credit: **Multiple**

Course Description:

This course is designed to provide students with realistic on-the-job training experience to acquire and apply knowledge, skills, and attitudes in an occupational field. The respective cooperative teacher and employer provide on-the-job supervision. This on-the-job portion of the program may be repeated for credit. Specific job skills must be identified on a job skills form. Selected job skills will be evaluated a minimum of once during each grading period.

CTE Standards and Benchmarks
25.0   Perform designated job skills. The student will be able to:
25.01 Demonstrate job performance skills as outlined on the job skills form.
25.02 Apply safety procedures while on the job.
25.03 Display an acceptable level of productivity and quality control.
25.04 Demonstrate appropriate dress and grooming habits.
25.05 Demonstrate reacting to feedback in a positive manner.
25.06 Communicate effectively with customers, co-workers, and management.
25.07 Demonstrate decision-making and problem-solving skills.
25.08 Demonstrate punctuality and reliability by working as scheduled.
25.09 Demonstrate pride in work by completing work correctly and quickly.
25.10 Demonstrate personal management skills (self-directed and self-controlled) including intrinsic motivation.
25.11 Display an understanding and appreciation for the dignity and worth of honest labor.
25.12 Demonstrate flexibility, creativity, innovation, and adaptability.

CTE Standards and Benchmarks	
	25.13 Demonstrate ability to interpret and comply with employer rules and regulations.
	25.14 Demonstrate an understanding of the organizational structure of the workplace.
	25.15 Demonstrate flexibility and the ability to perform a wide range of functions.
26.0	Describe the importance of professional ethics and legal responsibilities. The student will be able to:
	26.01 Evaluate and justify decisions based on ethical reasoning.
	26.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
	26.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
	26.04 Interpret and explain written organizational policies and procedures.
27.0	Perform designated recordkeeping skills. The student will be able to:
	27.01 List the job skills to be performed in the specified occupation.
	27.02 Maintain appropriate employment records (training agreement, time card, and job skills form).

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.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

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

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

Special Notes

The following criteria are to be used in the development of admission procedures for each student prior to entry into the program:

- The student has a truancy problem.
- The student needs to work in order to continue his/her education.
- The student is economically disadvantaged.
- The student is academically disadvantaged.
- The student has a negative attitude toward work, school, and/or society.
- The student has a poor self-concept.
- The student feels alienated.
- The student lacks self-discipline.

- The student has a limited attention span.
- The student is overage in grade level.
- The student has trouble relating to class work.
- The student has a lack of interest in school.
- The student needs to be supervised at the work location.
- Other (specify) _____ .

An individual guidance plan identifying admission criteria should be developed for each student prior to entry into the program, and should include the Work Experience course number, school year, and date of entry. Job counseling sessions between the teacher/coordinator and each student should be documented for each grading period. Flexible scheduling can be implemented, as agreed upon by the teacher/coordinator and guidance personnel, when such scheduling is found to be needed to meet the student's needs.

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

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education
Curriculum Framework

Program Title: **Diversified Career Technology**
Program Type: **Career Preparatory**
Career Cluster: **Diversified Education**

Secondary – Career Preparatory	
Program Number	8303000
CIP Number	10988610CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	Refer to the **Program Structure** section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
SOC Codes (all applicable)	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 Diversified Education; 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 Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the selected occupational area.

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 four courses.

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8303010	Diversified Career Technology Principles	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOC FIELD OR COVERAGE COOP TEACH @7 COOR DCT @4 @7 COOR WK EXP @7 7G MKTG 1@2	1 credit	N/A	2	
8300410	Diversified Career Technology - OJT		multiple credits	N/A	2	
8303020	Diversified Career Technology Applications		1 credit	N/A	2	
8303030	Diversified Career Technology Management		1 credit	N/A	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

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 application of workplace employability skills.
02.0   Demonstrate, apply, and implement knowledge of environmental, health, and safety issues.
03.0   Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities.
04.0   Demonstrate, apply, and implement knowledge of financial skills and planning.
05.0   Demonstrate, apply, and implement leadership skills.
06.0   Demonstrate, apply, and implement proficiency in communication skills.
07.0   Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment.
08.0   Demonstrate an understanding of national and international economic principles.
09.0   Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
10.0   Demonstrate an understanding and application of technology in the workplace.
11.0   Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations.
12.0   Demonstrate and apply an understanding of entrepreneurship principles.
13.0   Demonstrate competencies in a specific career.
14.0   Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities.
15.0   Perform designated recordkeeping skills.

Florida Department of Education
Student Performance Standards

Course Title: **Diversified Career Technology Principles**
Course Number: **8303010**
Course Credit: **1**

Course Description:

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace.

CTE Standards and Benchmarks
01.0 Demonstrate knowledge and application of workplace employability skills. The student will be able to:
01.01   Identify resources used in a job search (e.g., newspaper, Internet, networking).
01.02   Discuss importance of drug tests and criminal background checks in identifying possible employment opportunities.
01.03   Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).
01.04   Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
01.05   Prepare a résumé (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
01.06   Demonstrate appropriate dress and grooming for employment.
01.07   Demonstrate effective interviewing skills (behavioral).
01.08   Describe methods for handling illegal interview and application questions.
01.09   Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
01.10   Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
01.11   Describe importance of producing quality work and meeting performance standards.
01.12   Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
01.13   Identify how to prepare for job separation and re-employment.

	CTE Standards and Benchmarks	
	01.14	Write a job description that includes the responsibilities of an entry-level position.
	01.15	Prepare a classified ad for an entry-level position.
	01.16	Create a list of interview questions for an entry-level position.
02.0	Demonstrate, apply, and implement knowledge of environmental, health, and safety issues. The student will be able to:	
	02.01	Identify health and safety regulatory agencies responsible for overseeing the work environment and the functions they perform (e.g., OSHA, EPA).
	02.02	Describe importance of complying with federal, state, and local agency regulations.
	02.03	Explain purpose of Workers' Compensation.
	02.04	Identify types of hazards in the workplace.
	02.05	Describe types of personal protective equipment.
	02.06	Describe necessary emergency evacuation procedures.
	02.07	Identify hazardous chemicals and their characteristics.
	02.08	Define meaning of "drug-free workplace."
	02.09	Identify causes of accidents on the job (e.g., human error).
	02.10	Identify routine security precautions in the workplace.
	02.11	Report on violence in the workplace.
	02.12	Identify basic safety training techniques to deal with medical emergencies in the workplace.
03.0	Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities. The student will be able to:	
	03.01	Describe workplace codes of professional/business conduct.
	03.02	Identify ways to work cooperatively in various settings with diverse populations.
	03.03	Explain importance of self-control and initiative when minimum direction and supervision are given.
	03.04	Explain concepts of integrity, credibility, and reliability.
	03.05	Demonstrate such interpersonal skills as courtesy, loyalty, and being a team player.

CTE Standards and Benchmarks

	03.06	Define and discuss issues involving gender equity, disability, age, and sexual harassment.
	03.07	Demonstrate importance of adhering to schedules and deadlines.
	03.08	Define ethics and describe several ethical situations that could arise within a school or workplace setting.
	03.09	Identify and define friendliness, adaptability, empathy, and politeness as relates to group settings.
	03.10	Identify key ways a company can benefit its community.
	03.11	Describe importance of volunteerism.
	03.12	Describe importance of providing access for the physically challenged.
04.0	Demonstrate, apply, and implement knowledge of financial skills and planning. The student will be able to:	
	04.01	Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
	04.02	Compute different methods of monetary compensation (e.g., annual salary, hourly wages, commission, piecework).
	04.03	Prepare a month's budget based on income and expenses.
	04.04	Describe importance of long-term personal financial planning.
	04.05	Evaluate various investment opportunities for financial growth.
	04.06	Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.
	04.07	Describe importance of maintaining an accurate checkbook balance.
	04.08	Compare personal insurance costs using a variety of deductibles and coverages.
	04.09	Identify, compare, and contrast a variety of available housing options.
	04.10	Perform mathematical calculations appropriate to a specific occupation (e.g., ratios, proportions, scales).
05.0	Demonstrate, apply, and implement leadership skills. The student will be able to:	
	05.01	Describe qualities of an effective leader.
	05.02	Describe different methods of leadership.
	05.03	Identify opportunities available for development of leadership skills in a career and technology student organization.

CTE Standards and Benchmarks	

	05.04	Demonstrate use of workplace etiquette.
	05.05	Demonstrate use of parliamentary procedure.
	05.06	Identify purposes and functions of professional/trade and student organizations.
	05.07	Identify roles and responsibilities of organization members.
	05.08	Develop a list of qualities necessary for being an effective team player.
	05.09	Work cooperatively within a group to achieve organizational goals.
06.0	Demonstrate, apply, and implement proficiency in communication skills. The student will be able to:	
	06.01	Explain importance of effective written and verbal communication.
	06.02	Read and comprehend written communications.
	06.03	Compare and contrast different forms of written business communication as utilized in the workplace.
	06.04	Prepare a business letter, memorandum, fax, and e-mail.
	06.05	Identify and utilize methods to improve oral communication skills.
	06.06	Prepare and deliver an introductory speech to an audience.
	06.07	Identify and utilize methods to improve listening strategies.
	06.08	Identify means of nonverbal communication.
	06.09	Demonstrate proper businesslike methods of placing/receiving telephone calls and recording telephone messages.
	06.10	Demonstrate ability to listen to and follow directions.
	06.11	Discuss importance of developing networking skills to expand business contacts.
	06.12	Discuss importance of providing clear directions, descriptions, and explanations.
	06.13	Demonstrate ability to locate, understand, and interpret information found in contracts, trade journals, manuals, graphs, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.
07.0	Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment. The student will be able to:	
	07.01	Explain importance of a written job description.

	07.02	Describe various work schedules (e.g., flex scheduling).
	07.03	Describe workplace usage of teams to increase productivity and product quality.
	07.04	Identify and discuss the role of the employee as a team member.
	07.05	Describe employee recognition systems for individuals and teams.
	07.06	Compare advantages and disadvantages of self-employment (independent contractor) and employment by a company.
	07.07	Explain the change in the role and purpose of labor unions from their inception in the early 1900's to the present day.
08.0		Demonstrate an understanding of national and international economic principles. The student will be able to:
	08.01	Explain principles of America's economic system.
	08.02	Describe government's involvement in the economy.
	08.03	Identify and describe economic impact of employment.
	08.04	Explain interaction between supply and demand and its effect on the economy.
	08.05	Analyze and discuss the role of Social Security.
	08.06	Discuss impact of the economy on the stock market and private enterprise.
	08.07	Discuss examples of how the economy impacts business and industry.
	08.08	Describe elements and economic implications of the Consumer Price Index (CPI).
09.0		Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals. The student will be able to:
	09.01	Identify job skills and personal characteristics necessary for career success.
	09.02	Identify high skill/high wage occupations requiring specialized training with growth potential for future employment.
	09.03	Explain relationship between life roles and job and career roles.
	09.04	Differentiate between traditional and non-traditional career options.
	09.05	Explain how changes in one's personal and professional life affect career decisions.
	09.06	Explain importance of updating occupational skills and knowledge through continued education and training and the use of learning-to-learn techniques.

CTE Standards and Benchmarks	
09.07	Describe steps involved in planning for education, career, and life goals.
09.08	List sources of career information.
09.09	Complete and analyze a personal traits inventory and use the results to select a career goal.
09.10	Match desires, abilities, temperaments, and assets to a career goal.
10.0	Demonstrate an understanding and application of technology in the workplace. The student will be able to:
10.01	Identify types of technology used in the workplace.
10.02	Describe applications of technology in the workplace.
10.03	Identify emerging technologies and market trend changes.
10.04	Discuss ethical issues involving use of technology.
10.05	Describe importance of acquiring, analyzing, and managing information efficiently and effectively.
10.06	Discuss importance of cross-training.
11.0	Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations. The student will be able to:
11.01	Describe roles, functions, levels, and types of managers.
11.02	Discuss evolution of management from the Industrial Revolution to current philosophies and theories.
11.03	Identify a variety of management styles.
11.04	Cite examples of how workers adjust to different management styles.
11.05	Identify a variety of corporate organizational structures.
11.06	Identify how a corporate "chain of command" works.
11.07	Describe significance of a company's "corporate culture."
11.08	Describe importance of achieving internal and external customer satisfaction.
11.09	Identify examples of how cultural diversity can affect the workplace.
11.10	List reasons why written policies are needed in the workplace.

CTE Standards and Benchmarks
11.11 Discuss role of ethics and morality in management.
11.12 Describe how a company's marketing efforts can affect employees and customers.
12.0 Demonstrate and apply an understanding of entrepreneurship principles.

Florida Department of Education
Student Performance Standards

Course Title: **Diversified Career Technology – OJT**
Course Number: **8300410**
Course Credit: **Multiple**

Course Description:

This course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job training and the time card is the attendance record.

CTE Standards and Benchmarks
13.0   Demonstrate competencies in a specific career – the student will able to:
13.01   Demonstrate job performance skills as outlined in training plan.
13.02   Exhibit effective workplace safety practices including use of protective devices.
13.03   Display an acceptable level of productivity and quality control.
13.04   Demonstrate effective written and oral communication and listening skills when interacting with customers, co-workers, and managers.
13.05   Demonstrate decision-making and problem-solving processes and techniques used in the workplace.
13.06   Demonstrate acceptable work habits and conduct in the workplace as defined by company policy.
13.07   Demonstrate an understanding of the company's vision and mission statements.
13.08   Demonstrate an understanding of a company's goals and objectives.
13.09   Demonstrate familiarity with the company's products and services.
13.10   Demonstrate the ability to identify authority, rights, and responsibilities of both employers and employees.
14.0   Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities. The student will be able to:
14.01   Demonstrate legal and ethical behavior within the scope of job responsibilities.

CTE Standards and Benchmarks	
14.02	Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns.
14.03	Follow policies and procedures affecting the safety, health, and well-being of all members of a workplace setting.
14.04	Exhibit behavior supporting and promoting cultural and ethnic diversity.
14.05	Recognize and report signs of substance abuse.
14.06	Demonstrate interpersonal skills, which enhance team productivity and foster positive work ethics.
14.07	Demonstrate appropriate dress and grooming habits for the workplace environment.
15.0	Perform designated recordkeeping skills. The student will be able to:
15.01	Identify job tasks that presently are and will be in the future performed in the specified occupation (training plan).
15.02	Indicate on a training plan as competencies are mastered.
15.03	Maintain a record of employment hours and wages for auditing and budgetary purposes (e.g., time cards, budget sheets).
15.04	Maintain an up-to-date, signed training agreement.

Florida Department of Education
Student Performance Standards

Course Title: **Diversified Career Technology Applications**
Course Number: **8303020**
Course Credit: **1**

Course Description:

This course is designed to enable each student to apply environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial management skills; leadership skills; social, legal, and economic aspects of employment; international economic principles; components of a business plan; decision-making skills to life and career goals; technical skills; and the functions of management.

CTE Standards and Benchmarks
01.0 Demonstrate knowledge and application of workplace employability skills. The student will be able to:
01.17 Develop a detailed strategy for applying for a job in a specific career.
01.18 Create a portfolio of employment opportunities for a specific career (e.g., newspaper, Internet, magazines).
01.19 Create a portfolio of documents for job placement (e.g., résumé, letters of recommendation, employer evaluations, awards, evidence of participation in school, community, volunteer activities).
01.20 Explain importance of understanding corporate policy.
01.21 Explain importance of staying up-to-date on social, technical, and economic changes.
02.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues. The student will be able to:
02.13 Demonstrate knowledge of types of industrial waste streams and treatments (e.g., air emissions, hazardous wastes, recycling programs).
02.14 Analyze safety and health precautions of a business.
02.15 Identify potentially hazardous situations and apply appropriate solutions.
02.16 Develop an action plan for participating in a health and recreation program.
02.17 Explain importance of CPR and emergency first aid training.
03.0 Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities. The student will be able to:
03.13 Analyze and discuss codes of ethics for a workplace.

CTE Standards and Benchmarks	
03.14	Describe self-management techniques in both work and life roles.
03.15	Describe methods used to encourage both ethical and social responsibility in an organization.
03.16	Describe why the public's perception of a company is important.
03.17	Report on a legal issue regarding a violation of ethical behavior using current resources.
03.18	Identify an example of how a political decision can effect standard business practices.
03.19	Describe importance of an EAP (Employee Assistance Program).
03.20	Describe a will, health-care power of attorney, and living will.
04.0	Demonstrate, apply, and implement financial skills and planning. The student will be able to:
04.11	Identify and analyze various financial data located in current publications.
04.12	Compute and discuss a variety of business-related financial calculations (e.g., payroll, interest rates, profit margins).
04.13	Develop a cash flow projection of personal income and expenses.
04.14	Identify various types of contracts (e.g., lease agreement, contract for purchase of real estate, bank loan application).
04.15	Demonstrate knowledge of investing via a simulation activity (e.g., stocks, real estate, collectibles, IRA).
04.16	Identify types of insurance applicable to the workplace.
04.17	Describe importance of accounting in a business.
04.18	Describe advantages and disadvantages to a business of granting credit.
05.0	Demonstrate, apply, and implement leadership skills. The student will be able to:
05.10	Create and communicate a vision/mission statement for a student organization.
05.11	Demonstrate ability to use creative problem solving, decision making, and critical thinking strategies.
05.12	Demonstrate effective team building skills.
05.13	Demonstrate respect for opinions, customs, and individual differences of others.
05.14	Participate in a community or school service project.

CTE Standards and Benchmarks

05.15	Develop a public relations strategy to communicate the positive community impact of cooperative education.
06.0	**Demonstrate, apply, and implement proficiency in communication skills. The student will be able to:**
06.14	Design personal and business letterhead, memo, and fax forms.
06.15	Interview and prepare a vitae of a community leader or business person.
06.16	Evaluate a speech or sales presentation, identifying effective communication techniques.
06.17	Identify obstacles to communication.
06.18	Deliver a speech using visual aids.
06.19	Demonstrate effective negotiation skills.
06.20	Demonstrate conflict and dispute resolution techniques.
07.0	**Demonstrate knowledge of human resources and labor issues as well as the social, legal and economic aspects of employment. The student will able to:**
07.08	Describe training and development programs available in the workplace.
07.09	Demonstrate an understanding of the business environment (e.g., corporate culture, goals, values).
07.10	Describe the importance of cultural sensitivity.
07.11	Define, compare, and contrast several company policies regarding raises and promotions.
07.12	Compare and contrast roles and responsibilities of the union-member employee and the non-union manager.
07.13	Explain the impact of worker productivity, downsizing, rightsizing, outsourcing, contract employment, and layoffs in terms of recent trends in employment.
07.14	Analyze current labor market, its structure, its constituents, its level of unemployment and underemployment.
07.15	Define risk management in terms of employer liability.
07.16	Describe differences between today's typical employee benefit package and that of 25 years ago.
07.17	Discuss the collective bargaining process and the issues negotiated between management and labor.
08.0	**Demonstrate an understanding of national and international economic principles. The student will be able to:**
08.09	List, describe, and compare the characteristics of selected global economic systems.

	08.10	List, describe, and compare the characteristics of diverse cultures and their impact on business.
	08.11	Identify reasons for and methods of promoting international trade.
	08.12	Explain the term "balance of trade" and its impact on a country's economy.
	08.13	Describe circular flow of economic activity.
	08.14	Identify environmental and social problems associated with economic growth.
	08.15	Identify, describe, and analyze role of regulatory agencies.
09.0		Assess personal strengths and weaknesses as they relate to job objectives, career exploration, and personal development, and life goals. The student will be able to:
	09.11	Prepare a five-year education and career development plan.
	09.12	Prepare a five-paragraph essay on a specific career.
	09.13	Interview and create a report on the career goals of an entry-level and of a management level employee.
	09.14	Analyze relationship between career planning and goal attainment.
	09.15	Shadow a professional in a specific career.
	09.16	Maintain a journal on specific career-related experiences.
10.0		Demonstrate an understanding and application of technology in the workplace. The student will be able to:
	10.07	Prepare a document using database software.
	10.08	Prepare a document using spreadsheet software.
	10.09	Produce a report, which includes graphs, charts, and/or tables.
	10.10	Evaluate a specific company's policy for insuring security and protection of computerized data.
	10.11	Compare and contrast emerging technologies.
11.0		Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations. The student will be able to:
	11.13	Explain impact on and uses of the Internet in marketing products and services.
	11.14	Describe differences between horizontally and vertically (traditionally) organized companies.

CTE Standards and Benchmarks	
11.15	Describe how a company organizes its departments/divisions.
11.16	Differentiate between roles and responsibilities of top executives and those of lower-level managers.
11.17	Identify and describe the four basic categories of resources management is responsible for coordinating (e.g., human, financial, material, information).
11.18	Name and define functions of management (e.g., planning, organizing, staffing, directing, controlling).
11.19	Analyze management techniques used by effective managers.
11.20	Identify, compare, and contrast various employee motivational programs.
11.21	Explain how motivation, leadership, and communication influence people within an organization.
11.22	Describe methods used in training and development.
11.23	Discuss importance of a manager's philosophy of management in creating a positive work environment.
11.24	Discuss role and importance of a performance appraisal.
11.25	Identify key components of a company's "mission statement."
12.0	Demonstrate and apply an understanding of entrepreneurship principles. The student will able to:
12.01	Define entrepreneurship and explain its role in the free enterprise system.
12.02	Identify various types of business ownership and list the advantages and disadvantages of each.
12.03	Identify and discuss the personality traits and abilities of a successful entrepreneur (e.g., versatility, adaptability).
12.04	Interpret meaning of achievement motivation and the importance of independence to the entrepreneur.
12.05	Identify risks affecting the entrepreneur.
12.06	Identify strategies and methods for generating a business idea.
12.07	Identify principles of marketing, selling, financing, and pricing pertinent to entrepreneurship.
12.08	Identify steps necessary to plan and start a business (e.g., evaluate need, site selection, marketing plan, financial plan, management plan).
12.09	Identify resources available to assist the new entrepreneur [e.g., Small Business Administration (SBA), Service Corp. of Retired Executives (SCORE)]
12.10	Identify types and sources of government regulations and taxes that may affect a business.

CTE Standards and Benchmarks	
12.11	Identify communication and technology skills used in entrepreneurship.
12.12	Compare business failure/success rates in different industries.

Florida Department of Education
Student Performance Standards

Course Title: **Diversified Career Technology Management**
Course Number: **8303030**
Course Credit: **1**

Course Description:

This course is designed to enable each student to implement competency and mastery in the areas of employability (human resource); environmental, health, and safety; professional, legal and ethical workplace responsibilities; financial planning; leadership skills; communication skills; labor and human resource issues related to the workplace; global and economic issues; a business plan; employability skills related to life and career goals; managerial/supervisory uses of technology; the five functions of management; the role of the manager; and technical and production skills.

CTE Standards and Benchmarks
01.0 Demonstrate knowledge and application of workplace employability skills. The student will be able to:
01.22 Network with individuals in a specific career field and report findings.
01.23 Write a job description, which includes the responsibilities of a managerial position.
01.24 Prepare a classified ad for a managerial level position.
01.25 Develop a list of criteria to evaluate applicant résumés.
01.26 Prepare a form letter for a specific business listing application procedures for employment.
01.27 Create a list of interview questions for a managerial-level position.
01.28 Create an evaluation measurement tool to be used to rate applicants.
01.29 Develop a company policy outlining dress and grooming standards.
01.30 Create an evaluation form to rate employee performance.
02.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues. The student will be able to:
02.18 Prepare a safety plan and checklist for a small business.
02.19 Create a map designating emergency exits and evacuation routes for a small business.

CTE Standards and Benchmarks	
03.0	Demonstrate, apply, and implement an understanding of professional, legal, and ethical workplace responsibilities. The student will be able to:
	03.21 Develop a code of ethics for a workplace.
	03.22 Develop an outline explaining the role of an EAP (Employee Assistance Program) representative and list the services he/she might provide.
04.0	Demonstrate, apply, and implement knowledge of financial skills and planning. The student will be able to:
	04.19 Prepare an analysis of a current business utilizing its annual report.
	04.20 Identify sources of funding for a business.
	04.21 Describe how a company estimates and bids for a contract.
	04.22 Describe importance of cost containment in a company.
	04.23 Evaluate insurance needs for a specific business.
05.0	Demonstrate, apply, and implement leadership skills. The student will be able to:
	05.16 Plan, implement, and evaluate a fund raising event.
	05.17 Develop, implement, and evaluate a public relations project (e.g., student organization function, school-wide project, community project).
06.0	Demonstrate, apply, and implement proficiency in communication skills. The student will be able to:
	06.21 Create a presentation using current technology.
	06.22 Create a measurement tool for evaluating telephone communications.
	06.23 Develop a company policy regarding employee use of company telecommunications (e.g., fax, e-mail, Internet).
07.0	Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment. The student will be able to:
	07.18 Design an employee compensation schedule and benefits package.
	07.19 Compute economic value of a company paid benefit package.
	07.20 Create a job rotation schedule for a specific company.
	07.21 Develop a vision/mission statement for a company.
08.0	Demonstrate an understanding of national and international economic principles. The student will be able to:

	08.16	Analyze current events concerning issues relevant to international business.
	08.17	Compute exchange rates and buying power of various foreign currencies including the Euro.
	08.18	Explain impacts of the aging populations of Western countries and the rapidly growing populations of developing countries.
	08.19	Discuss economic effects of the rate of growth in developed and developing nations.
	08.20	Explain movement toward globalization and the reasons behind this economic trend.
10.0	Demonstrate an understanding and application of technology in the workplace. The student will be able to:	
	10.12	Demonstrate uses of equipment to communicate instructions to employees.
	10.13	Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).
	10.14	Research and compare currently available software packages.
	10.15	Create an employee database to be used for scheduling and payroll.
	10.16	Create a customer/client database (e.g., mail merge, labels).
	10.17	Create a project using an integrated software package.
	10.18	Create a presentation utilizing a multimedia software package.
	10.19	Demonstrate methods of using trouble-shooting techniques for technology-related problems.
	10.20	Determine costs, time, and resources needed to complete a task within the workplace.
	10.21	Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs to create, revise, retrieve, and verify information.
	10.22	Analyze a "quality improvement process" for labor and/or equipment.
11.0	Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations. The student will be able to:	
	11.26	Identify and describe steps in the planning process.
	11.27	Define Management By Objectives (MBO).
	11.28	Develop an organization chart to illustrate line and staff relationships.
	11.29	Identify how to plan personnel needs and how to find employees for specific positions.

CTE Standards and Benchmarks	
11.30	Explain how a self-managing team interacts in manufacturing and service corporations (e.g., marketing, operations, finance, and human resources).
11.31	Describe responsibilities for selecting, training, and appraising employees.
11.32	Describe uses and effects of "job rotation," "job enlargement," "job enrichment," and "participative management."
11.33	Identify steps for avoiding difficulties resulting from delegation.
11.34	Define principles of *chain of command* and *span of control*.
11.35	Justify the importance of accountability.
11.36	Evaluate one theory of management and discuss its implementation in a particular workplace.
11.37	Develop an outline explaining the role of the manager in conflict management.
11.38	Design a potential management conflict resolution strategy for a specific workplace problem.
11.39	Develop an employee motivational program for an organization.
11.40	Evaluate effect of profit and loss on a business and how it affects the manager's productivity rating.
11.41	Explain Total Quality Management (TQM) and the strategy of continuous improvement.
11.42	Differentiate between data processing and Management Information Systems (MIS).
11.43	Analyze types of data and reports utilized by supervisors and managers.
11.44	Analyze data, draw conclusions, and present recommendations.
11.45	Identify federal, state, and local government regulations with which management should be familiar.
12.0	Demonstrate and apply an understanding of entrepreneurship principles. The student will be able to:
12.13	Formulate a business plan to include a marketable product or service, a marketing management plan, a personnel management plan, a financial management plan, and an executive summary.

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.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

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

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

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.

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

The purpose of this program is to provide students with "student-centered" (as opposed to "teacher-centered") selected occupational skills through employment related instruction and paid, on-the-job training supervised by an employer and a teacher/coordinator. This method of delivery enables students to develop a variety of workplace competencies and transferable skills as well as develop students who will be motivated, self-disciplined

individuals; caring, responsible, life-long learners; flexible and committed to technical competence; and skillful at social interactions, leadership, and problem-solving.

Employment related instruction is in-school instruction which develops competencies in health, safety, and environmental issues; professional, legal, and ethical issues; finance; leadership; communication; labor and human resources; economics; entrepreneurship; career planning; technology; management; and technical and production skills.

Supervised on-the-job training provides opportunities for planned instructional activities and student evaluations in a specified job setting. A student may not enroll in DCT-OJT (8300410) without previous completion of or concurrent enrollment in either DCT Principles or DCT Applications. DCT Principles does not require enrollment in a concurrent OJT course.The student must be paid for work performed.

Career and Technical Student Organization (CTSO)

The following list identifies the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills: Business Professionals of America (BPA); DECA; Family, Career and Community Leaders of America (FCCLA); FFA; Florida Public Service Association (FPSA); Florida Technology Student Association (FL-TSA); Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL); HOSA – Future Health Professionals (HOSA); SkillsUSA. 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.