

**Florida Department of Education
Curriculum Framework**

Course Title: Orientation to Career and Technical Occupations and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Additional CTE Programs/Courses

Secondary – Middle School	
Course Number	9100110
CIP Number	10989999CE
Grade Level	6-8
Course Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	BPA, DECA, FBLA-PBL, FCCLA, FFA, FL-TSA, FPSA, HOSA, SkillsUSA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

Course Structure

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

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

The following table illustrates the course structure:

Course Number	Course Title	Teacher Certification	Length
9100110	Orientation to Career and Technical Occupations and Career Planning	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER ANY VOCATIONAL FIELD OR COVERAGE	Semester

Standards

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

- 01.0 Identify the resources and technology for career planning.
- 02.0 Identify available career and technical employment opportunities.
- 03.0 Identify components of self-understanding.
- 04.0 Define and demonstrate cognitive skills.
- 05.0 Identify and apply a variety of learning techniques and styles.
- 06.0 Develop effective communication skills.
- 07.0 Demonstrate leadership skills.
- 08.0 Demonstrate workplace readiness skills.

Career and Education Planning [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes]

- 09.0 Explain his or her career interests, skills and values.
- 10.0 Describe occupations and industries in his or her region.
- 11.0 Describe a variety of postsecondary pathways.
- 12.0 Create a personalized career and academic plan.

**Florida Department of Education
Student Performance Standards**

Course Title: Orientation to Career and Technical Occupations and Career Planning
Course Number: 9100110
Course Length: Semester

Course Description:

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

CTE Standards and Benchmarks	
01.0	Identify the resources and technology for career planning. The student will be able to:
01.01	Using a variety of resources, assess personal abilities, temperaments, interests, values, experiences, personality traits, academic abilities, and work preferences.
01.02	Identify non-traditional career options.
01.03	Identify high skill/high wage occupations requiring specialized training with growth potential for future employment.
01.04	Using assessments and inventories, match results to a career goal.
01.05	Describe the steps involved in planning for education, career, and life goals.
01.06	Develop a career plan to include training/education requirements, tasks/responsibilities, employment prospects, and career/advancement opportunities.
01.07	Discuss advantages/disadvantages of entering the military, attending a trade/technical school, and/or enrolling at a community college/four-year university.
01.08	Begin creating a portfolio of documents for job placement.
02.0	Identify available career and technical employment opportunities. The student will be able to:
02.01	Identify employment opportunities in the area of Agriscience and Natural Resources.
02.02	Identify employment opportunities in the area of Construction.
02.03	Identify employment opportunities in the area of Manufacturing.
02.04	Identify employment opportunities in the area of Logistics, Transportation, and Distribution Services.
02.05	Identify employment opportunities in the area of Information Technology Services.

CTE Standards and Benchmarks	
02.06	Identify employment opportunities in the area of Wholesale/Retail Sales and Services.
02.07	Identify employment opportunities in the area of Financial Services.
02.08	Identify employment opportunities in the area of Hospitality and Tourism.
02.09	Identify employment opportunities in the area of Business and Administrative Services.
02.10	Identify employment opportunities in the area of Health Services.
02.11	Identify employment opportunities in the area of Human Services.
02.12	Identify employment opportunities in the area of Arts and Communication Services.
02.13	Identify employment opportunities in the area of Legal and Protective Services.
02.14	Identify employment opportunities in the area of Scientific, Engineering, and Technical Services.
03.0	Identify components of self-understanding. The student will be able to:
03.01	Explain how values are acquired and changed.
03.02	Explain how work is affected by values.
03.03	Identify how individuals from diverse backgrounds offer unique contributions.
03.04	Discuss methods for adapting learning styles to the method of instructional delivery.
04.0	Define and demonstrate cognitive skills. The student will be able to:
04.01	Describe importance of time management to complete tasks accurately and on time.
04.02	Outline strategies for effective time management.
04.03	Describe role and relationship between values, aptitudes, abilities, and goal setting and attainment of academic and occupational skills.
04.04	Set personal goals and develop a plan of action to achieve those goals.
04.05	Identify problems and consequences of meeting goals.
04.06	Describe ways to deal with success and failure.
04.07	Exhibit awareness of and respect for others.

CTE Standards and Benchmarks	
04.08	Demonstrate ways to improve test-taking skills, including preparing for standardized tests.
04.09	Explain the steps in decision making.
04.10	Identify the process involved in problem solving.
04.11	Develop an action plan for solving problems and making decisions.
04.12	Identify strategies for building self-esteem and enhancing decision-making skills.
04.13	Demonstrate knowledge of the planning process.
04.14	Demonstrate ability to think creatively and generate new ideas.
04.15	Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.
05.0	Identify and apply a variety of learning techniques and styles. The student will be able to:
05.01	Describe the advantages of good note taking/outlining and listening skills.
05.02	Explain and apply a variety of strategies for knowledge retention of specific data, etc.
05.03	Describe and apply study techniques.
05.04	Discuss and employ a variety of test-taking strategies.
05.05	Discuss the seven intelligences as identified by Howard Gardner (musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal).
05.06	Discuss styles of learning as identified by Anthony Gregorc (concrete sequential, abstract sequential, abstract random, concrete random).
05.07	Identify learning style as auditory language, visual language, auditory numerical, visual numerical, and/or auditory-visual-kinesthetic combination.
06.0	Develop effective communication skills. The student will be able to:
06.01	Identify the effectiveness of assertive, aggressive, and passive communication.
06.02	Dramatize the impact of non-verbal behavior on communication.
06.03	Develop ways to provide effective feedback and deal with criticism.
06.04	Describe the importance of the proper use of grammar, vocabulary, diction, and etiquette.

CTE Standards and Benchmarks	
06.05	Demonstrate ability to communicate in a multicultural setting.
06.06	Demonstrate ability to listen to, follow, and provide directions.
06.07	Participate in group and committee discussions to reach group consensus.
06.08	Write, edit, and revise a communication so that it presents information in a clear, correct, concise, complete, consistent, and courteous manner.
07.0	Demonstrate leadership skills. The student will be able to:
07.01	Demonstrate ability to negotiate, resolve conflict through peer mediation, handle stress, deal with undesirable behavior in others, share in task accomplishment, and build positive working relationships with others.
07.02	Identify characteristics of a leader and team member.
07.03	Define and practice brainstorming.
07.04	Describe the use of teams to increase productivity.
07.05	Demonstrate business and social etiquette.
08.0	Demonstrate workplace readiness skills. The student will be able to:
08.01	Identify resources used in a job search.
08.02	Discuss importance of drug tests and criminal background checks in identifying possible employment options.
08.03	Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).
08.04	Demonstrate appropriate dress and grooming for employment.
08.05	Identify documents that may be required when applying for a job.
08.06	Prepare a résumé (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, letter of recommendation.
08.07	Complete a job application form neatly, legibly, and error free.
08.08	Demonstrate competence in job interview techniques (behavioral).

Career and Education Planning [these must be met to satisfy the requirements of Section 1003.4156, Florida Statutes]

Standards and Benchmarks

09.0	Explain his or her career interests, skills and values. The student will be able to:
09.01	Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.
09.02	Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.
09.03	Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.
09.04	Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.
10.0	Describe occupations and industries in his or her region. The student will be able to:
10.01	Define Career Clusters, industries and occupations.
10.02	Define regional poverty, average and family-sustaining wage thresholds.
10.03	Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.
10.04	List three occupations that align with his or her personal career interests, skills and values.
10.05	List the regional salary, employment and growth of three occupations they are most interested in learning more about.
10.06	Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.
11.0	Describe a variety of postsecondary pathways. The student will be able to:
11.01	Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.
11.02	Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state or community colleges, universities and industry-recognized certification providers.
11.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees
11.04	Explain training options aligned with his or her career assessment results and occupational exploration.
11.05	Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option.
11.06	Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member.
12.0	Create a personalized career and academic plan. The student will be able to:
12.01	Prioritize an occupation for plan formation using one or more decision making techniques, such as a decision matrix, pros and cons analysis or other means
12.02	Explain the reasoning for choosing to pursue his or her preferred occupation
12.03	Identify which credentials, technical skills, and employability or entrepreneurship skills are relevant to his or her preferred career pathway.

12.04	Prioritize a recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.
12.05	Prioritize a postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc.
12.06	Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.
12.07	Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school.
12.08	Develop a freshman year course schedule that meets high school graduation requirements and that provides academic and career preparation aligned with the student's career goals.
12.09	Identify extracurricular activities aligned with his or her occupational and postsecondary training goals.

Additional Information

Laboratory Activities

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

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.EEL.SI.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 at sala@fldoe.org.

Career Planning

Effective July 1, 2019, per Section 1003.4156, Florida Statutes (F.S.), for students to meet middle grades promotion requirements, a Career and Education Planning course must be completed in either sixth, seventh, or eighth grade. These courses should be taught integrating the eight career and education planning course standards.

Career and Technical Student Organization (CTSO)

CTSOs are co-curricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. Other CTSOs not listed in this curriculum framework or recognized by the Florida Department of Education are permissible provided they support student mastery over the standards and benchmarks of this curriculum framework.

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.