

**Florida Department of Education
Curriculum Framework**

Course Title: Mentored Industry Project
Course Type: Non-Career Preparatory
Career Cluster: Additional CTE Programs/Courses

Secondary – Non-Career Preparatory	
Course Number	9601200
CIP Number	1032011101
Grade Level	9-12
Course Length	Multiple
Teacher Certification	Refer to the Course Structure section.
CTSO	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This course aims to immerse students in a real-world industry project. Through a project-based learning approach, students will cultivate essential professional skills by identifying and analyzing industry challenges, collaborating with industry partners to refine their problem definition, and developing comprehensive project plans. Students will then execute their plans, gaining practical experience in applying theoretical knowledge to solve tangible problems. The course culminates in a formal presentation to industry professionals, fostering critical feedback and reflection, ultimately enabling students to bridge the gap between academic learning and professional practice, and develop a deeper understanding of industry dynamics. This course will help students simultaneously develop employability, technical and project management skills.

This course is differentiated from other work-based learning courses in that:

- The work is unpaid.
- Work is completed on-campus (though related off-campus excursions are encouraged).
- Does not require co- or pre-requisite enrollment in a career and technical education program, though this course may appropriately be used as a capstone experience for concentrators in a career and technical education program.

Course Requirements

To meet the definition of ‘work-based learning opportunity’ under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Public Law 115-224 section 7(55), the experience must involve “sustained interactions with industry or community professionals.” This work-based learning course must involve two or more industry and community professionals that are not the instructor so as to expand the students’

industry network, guide the project specifications and development of the projects(s) as well as provide real-world feedback on the students' work products. Interactions can be virtual or correspondence and should be monitored by the teacher of record.

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(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

A minimum of 135 hours of project work and instruction must be completed for the awarding of one high school credit or 67.5 hours of work for 0.5 high school credit (see s. 1003.436(1)(a), F.S.). A student may earn multiple credits in this course.

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
9601200	Mentored Industry Project	ANY FIELD	Variable	2	CT

(Graduation Requirement Codes: CT= Career & Technical Education, EQ= Equally Rigorous Science, EC= Economics, MA= Mathematics, PL= Personal Financial Literacy)

Florida's Career Readiness Skills for CTE Programs

Employability Skills	
01.0	Apply academic skills to workplace scenarios.
01.01	Use reading skills.
01.02	Use writing skills.
01.03	Use mathematical strategies and procedures.
01.04	Use scientific principles and procedures.
02.0	Design a solution to an industry problem.
02.01	Use critical thinking.
02.02	Use creativity.
02.03	Make sound decisions.
02.04	Solve problems.
02.05	Reason.
02.06	Plan and organize.
03.0	Manage resources within an industry project
03.01	Manage time.
03.02	Manage money or resources.
03.03	Manage materials.
03.04	Manage personnel.
04.0	Oversee the subcomponents, operations and output of a technical or organizational system.
04.01	Manage systems.
04.02	Monitor systems.
04.03	Improve systems.
05.0	Use information for decision making.
05.01	Locate information.
05.02	Organize information.
05.03	Use information.

05.04	Analyze information.
05.05	Communicate information.
06.0	Apply relevant technology to workplace scenarios to aid productivity.
06.01	Use technology.
07.0	Interpret and express interpersonal communication.
07.01	Communicate verbally.
07.02	Listen actively.
07.03	Comprehend written material.
07.04	Convey information in writing.
07.05	Communicate nonverbally.
07.06	Interpret nonverbal communication.
08.0	Interact with others to accomplish workplace goals.
08.01	Collaborate with others in a team.
08.02	Respond to customer needs.
08.03	Exercise leadership.
08.04	Negotiate to resolve conflict.
08.05	Respect others.
09.0	Manage personal behavior to maximize productivity and professional growth.
09.01	Demonstrate responsibility and self-discipline.
09.02	Adapt and show flexibility.
09.03	Work independently.
09.04	Demonstrate a willingness to learn.
09.05	Demonstrate integrity.
09.06	Demonstrate professionalism.
09.07	Take initiative.
09.08	Display positive attitude.
09.09	Take responsibility for professional growth.

Career Exploration & Planning	
10.0	Explain career opportunities aligned with the regional economy and personal aspirations.
10.01	Describe regional occupations that are high-demand, high-growth, high-wage and/or high-skill.
10.02	Describe careers aligned with his or her interests, skills and values based on career assessment, experiential learning, career informational interviews, research and/or reflection.
11.0	Explain postsecondary pathways aligned with his or her career aspirations.
11.01	Compare and contrast postsecondary pathways, including education, employment, entrepreneurship and enlistment (the “Four Es”).
11.02	Compare and contrast regional postsecondary training provider options, including apprenticeships, technical colleges, state 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	Compare postsecondary training data for training programs of interest, such as total costs, average student loan debt, and median earnings and job placement rates after program completion.
12.0	Develop a personalized career and academic plan.
12.01	Prioritize an occupation, credential and postsecondary training provider for plan formation.
12.02	Self-assess progress toward meeting graduation requirements and skill-development goals.
12.03	Develop and complete a chronological checklist of steps and deadlines prior to postsecondary training or national service application that includes any required documentation to gather, writing prompts and examinations.
12.04	Identify a variety of financial aid opportunities, including scholarships, grants, savings, work, work-study programs, private loans and federal loans.
12.05	Develop a postsecondary training budget that is inclusive of living and school expenses.
Job Attainment	
13.0	Find, assess and apply to job opportunities.
13.01	Identify online job posts relevant to his or her career aspirations.
13.02	Compare and contrast the job posts’ required qualifications, job duties, compensation, benefits and employers.
13.03	Define what information, documentation and writing prompts are required for the positions.
14.0	Communicate personal competence, character and fit for a job opportunity.
14.01	Develop a resume.
14.02	Write a cover letter.
14.03	Curate a professional portfolio that includes work products.
14.04	Prepare for and experience a mock job interview.

15.0	Cultivate and leverage relationships to professionally advance.
15.01	Request a signed reference letter, letter of recommendation and/or an online skill/professionalism endorsement.
15.02	Develop a plan to cultivate a professional digital footprint.
15.03	Develop a networking plan for a specific industry of interest.

Standards

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

- 01.0 Explain an industry problem that was prioritized through research, group/instructor feedback, and/or industry feedback.
- 02.0 Prioritize a solution to the identified industry problem.
- 03.0 Create a project plan.
- 04.0 Assess the project's progress and quality.
- 05.0 Present the project's results to industry.
- 06.0 Reflect on their work-based learning opportunity and what they have gained from the experience.

**Florida Department of Education
Student Performance Standards**

Course Title: **Mentored Industry Project**
Course Number: **9601200**
Course Credit: **Variable**

Course Description:

This course aims to immerse students in a real-world industry project. Through a project-based learning approach, students will cultivate essential professional skills by identifying and analyzing industry challenges, collaborating with industry partners to refine their problem definition, and developing comprehensive project plans. Students will then execute their plans, gaining practical experience in applying theoretical knowledge to solve tangible problems. The course culminates in a formal presentation to industry professionals, fostering critical feedback and reflection, ultimately enabling students to bridge the gap between academic learning and professional practice, and develop a deeper understanding of industry dynamics. This course will help students simultaneously develop employability, technical and project management skills.

CTE Standards and Benchmarks	
01.0	Explain an industry problem that was prioritized through research, group/instructor feedback and/or industry feedback. The student will be able to:
01.01	Identify three real-world industry problems faced by customers, businesses, or organizations through research and/or industry representative feedback.
01.02	Prioritize one of the real-world industry problems for solution development based on research and group/instructor feedback.
01.03	Present a summary of the real-world problem to an industry representative for feedback related to feasibility and industry accuracy.
01.04	Write a problem summary that accounts for the feedback received from the group/instructor, industry and cites relevant sources.
02.0	Prioritize a solution to the identified industry problem. The student will be able to:
02.01	Create a list of five possible solutions to the identified industry problem based on brainstorming, group/instructor discussion and research.
02.02	Assess the feasibility and anticipated effectiveness of each possible solution.
02.03	Write a project proposal that defines the proposed solution.
02.04	Edit the project proposal based on group, industry and/or instructor feedback.
03.0	Create a project plan. The student will be able to:
03.01	Define the scope of the project, including the deliverables and measures of success.
03.02	Create a breakdown of the project's tasks, how many hours the tasks are estimated to take, who is responsible for each task, what resources are needed, deliverable quality standards and the due date for the tasks.
03.03	Determine how communication on the tasks will take place amongst project collaborators.

03.04	Identify risks that could affect the project's outcomes and propose mitigation strategies.
03.05	Present the project plan to classmates, the instructor, and/or industry representatives for feedback and improvement.
04.0	Assess the project's progress and quality. The student will be able to:
04.01	Carry out tasks according to the schedule and project plan.
04.02	Monitor deliverables to ensure they meet quality standards.
04.03	Compare actual progress against the project plan.
05.0	Present the project's results to industry. The student will be able to:
05.01	Summarize the project's process and outcomes in a clear and concise manner suitable for presentation.
05.02	Create engaging visual aids (e.g., slides, charts, or demonstrations) that effectively communicate the project's results.
05.03	Respond to industry stakeholders' questions with clarity, accuracy and relevance, showcasing a deep understanding of the project.
06.0	Reflect on their project. The student will be able to:
06.01	Create or update a resume to list accomplishments achieved during the project that may be valued by future employers.
06.02	Curate content from the project into a professional portfolio of work products.
06.03	Explain the personal and industry insights gained from the experience.
06.04	Explain how the experience has influenced his or her future academic and career plans.
06.05	Describe how the project could be improved for future students.

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.ELL.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.

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.