

**Florida Department of Education
Curriculum Framework**

Course Title: Career and Postsecondary Planning
Course Type: Non-Career Preparatory
Career Cluster: Additional CTE Programs/Courses

Secondary – Non-Career Preparatory	
Course Number	9605100
CIP Number	1032010700
Grade Level	11-12
Course Length	0.5 credits
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 provides a systematic opportunity for students to develop or update their personalized career and academic plan. Upon completing the course, students will have examined career and postsecondary information, data, and experiential learning that will help inform their decision making. Then, students will formulate a plan that is aligned with their values, interests, skills, graduation requirements, and the Florida labor market. In addition, students will prepare to meet or exceed the admissions requirements of their chosen postsecondary training pathway while maximizing their financial aid opportunities.

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

Course Structure

This course may be paired with other half-credit courses for scheduling purposes, such as Employability and Job Attainment Skills or Personal Financial Literacy.

To teach the course(s) 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
9605100	Career and Postsecondary Planning	ANY FIELD	0.5	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 their career interests, skills and values.
- 02.0 Describe occupations and industries in their region.
- 03.0 Describe a variety of postsecondary pathways.
- 04.0 Create or update a personalized career and academic plan.

**Florida Department of Education
Student Performance Standards**

Course Title: Career and Postsecondary Planning
Course Number: 9605100
Course Credit: 0.5 Credits

Course Description:

This course provides a systematic opportunity for students to develop or update their personalized career and academic plan. Upon completing the course, students will have examined career and postsecondary information, data, and experiential learning that will help inform their decision making. Then, students will formulate a plan that is aligned with their values, interests, skills, graduation requirements, and the Florida labor market. In addition, students will prepare to meet or exceed the admissions requirements of their chosen postsecondary training pathway while maximizing their financial aid opportunities.

CTE Standards and Benchmarks	
01.0	Explain his or her career interests, skills and values. The student will be able to:
01.01	Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.
01.02	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.
01.03	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.
01.04	Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.
02.0	Describe occupations and industries in his or her region. The student will be able to:
02.01	Define Career Clusters, industries and occupations.
02.02	Define regional poverty, average and family-sustaining wage thresholds.
02.03	Analyze local labor market data to identify the top five regional occupations based on employment, growth, and salary.
02.04	List three occupations that align with his or her personal career interests, skills and values.
02.05	List the regional salary, employment and growth of three occupations they are most interested in learning more about.
02.06	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.
03.0	Describe a variety of postsecondary pathways. The student will be able to:
03.01	Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.

CTE Standards and Benchmarks	
03.02	Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state colleges, universities and industry-recognized certification providers.
03.03	Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees.
03.04	Compare training options aligned with his or her career assessment results and occupational exploration.
03.05	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.
03.06	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.
04.0	Create or update a personalized career and academic plan. The student will be able to:
04.01	Prioritize one or more occupations for plan formation using a decision making techniques, such as a decision matrix, pros and cons analysis or other means.
04.02	Explain the reasoning for choosing to pursue his or her preferred occupation.
04.03	Identify which credentials, technical skills, and employability or entrepreneurship skills are relevant to his or her preferred career pathway.
04.04	Prioritize one or more 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.
04.05	Prioritize one or more 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.
04.06	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.
04.07	Develop a high school course schedule that meets high school graduation requirements and that provides academic and career preparation aligned with the student's career goals.
04.08	Identify extracurricular activities at your school or within your local community aligned with his or her occupational and postsecondary training goals.
04.09	Research the specific application requirements for the student's selected postsecondary training or national service opportunity.
04.10	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.
04.11	Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans.
04.12	Identify a variety of financial aid opportunities for the student's prioritized postsecondary training option(s), including scholarships, grants, savings, work and work-study programs, private loans, and Federal loans.

Additional Information

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.