

**Florida Department of Education
Curriculum Framework**

Program Title: Career Education for Students with Disabilities
Program Type: Career Preparatory
Career Cluster: Instructional Support Services

Note: This program has been daggered and is slated to be deleted by the 2017-18 school year. There should be no new enrollments after the 2016-17 school year. All new enrollments should be in Program # 9603100.

Secondary – Career Preparatory	
Program Number	9001810
CIP Number	13990002SN
Grade Level	6-12, 30, 31
Standard Length	Variable credits
Teacher Certification	ANY VOCATIONAL FIELD OR COVERAGE
CTSO	N/A
SOC Codes (all applicable)	N/A
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

This program offers a course 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.

This program provides specialized career education for students with disabilities. Competencies in job preparatory instruction are provided that will enable students to enter an occupation for which they have been trained. The program is individualized for each student through the Individual Educational Plan (IEP) process and includes selected competencies from one or more of the career areas.

The content includes but is not limited to determining employment goals, demonstrating employability skills, the use of technology, tools, equipment and supplies.

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

Program Structure

This program is a planned sequence of instruction consisting of one course that may be repeated as designated on the IEP. When the student masters the individually determined student performance objectives in the IEP, the student is reported as a completer of OCP A. It is expected that

upon completion of OCP A, the student will transition to employment. At some point in the future, should the individual need to re-enter the education system for training in a different occupational field or for advancement in the same field, the student may enroll in the program again with a new IEP. Upon mastering the student performance objectives in the new IEP, the student may be coded as a completer of OCP B.

A student may earn multiple credits. Multiple credits may be earned sequentially or simultaneously. The particular outcomes and student performance standards which the secondary student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan (Transition IEP). Documentation of mastery of the student performance standards must be maintained

The following table illustrates the secondary program structure:

A	9001810	Career Education for Students with Disabilities	VARIABLES	NA	NA
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Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

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

Common Career Technical Core – Career Ready Practices

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

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Career Education for Students with Disabilities.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Career Education for Students with Disabilities.
- 03.0 Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in Career Education for Students with Disabilities.
- 04.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Career Education for Students with Disabilities.
- 05.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Career Education for Students with Disabilities
- 06.0 Demonstrate realistic employment goals.
- 07.0 Describe human relations skills necessary for success in the workforce.
- 08.0 Identify types of communication skills necessary for successful employment.
- 09.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 10.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 11.0 Describe the duties and responsibilities of a successful employee.
- 12.0 Demonstrate the competencies of employability and career development.
- 13.0 Use information technology tools.
- 14.0 Demonstrate the importance of health, safety, and environmental management systems in organizational performance and regulatory compliance.
- 15.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.
- 16.0 Describe the importance of professional ethics and legal responsibilities.
- 17.0 Solve problems using critical thinking skills, creativity and innovation.
- 18.0 Demonstrate personal money-management concepts, procedures and strategies.
- 19.0 Use appropriate equipment and supplies safely and correctly.
- 20.0 Demonstrate competencies identified for a specific program component.

OPTIONAL

- 21.0 Demonstrate acquired skills through On-The-Job training.
- 22.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 23.0 Develop skills to locate, evaluate, and interpret career information.
- 24.0 Identify and demonstrate processes for making short and long term goals
- 25.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 26.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 27.0 Identify a career cluster and related pathways that match career and education goals.
- 28.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 29.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Florida Department of Education
Student Performance Standards**

Course Title: Career Education for Students with Disabilities
Course Number: 9001810
Course Credit: Multiple

Course Description:

This course is designed to develop realistic employment goals; to develop employability skills appropriate to the workplace, and to develop skills necessary to the chosen career path.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Career Education for Students with Disabilities.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	

01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Career Education for Students with Disabilities.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	

02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	LAFS.910.WHST.2.6
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LAFS.910.WHST.3.7
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	LAFS.910.WHST.3.8
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	LAFS.910.WHST.3.9
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LAFS.910.WHST.4.10
03.0	Methods and strategies for using Florida Standards for grades 09-12 Mathematical Practices in Technical Subjects for student success in Career Education for Students with Disabilities.	
03.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
03.04	Model with mathematics.	MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06	Attend to precision.	MAFS.K12.MP.6.1
03.07	Look for and make use of structure.	MAFS.K12.MP.7.1

03.08	Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1
04.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Career Education for Students with Disabilities.	
04.01	Key Ideas and Details	
04.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	LAFS.1112.RST.1.1
04.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	LAFS.1112.RST.1.2
04.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	LAFS.1112.RST.1.3
04.02	Craft and Structure	
04.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	LAFS.1112.RST.2.4
04.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	LAFS.1112.RST.2.5
04.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	LAFS.1112.RST.2.6
04.03	Integration of Knowledge and Ideas	
04.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	LAFS.1112.RST.3.7
04.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	LAFS.1112.RST.3.8
04.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	LAFS.1112.RST.3.9

04.04	Range of Reading and Level of Text Complexity	
04.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
04.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.	
		LAFS.1112.RST.4.10
05.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Career Education for Students with Disabilities.	
05.01	Text Types and Purposes	
05.01.1	Write arguments focused on discipline-specific content.	
		LAFS.1112.WHST.1.1
05.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	
		LAFS.1112.WHST.1.2
05.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	
		LAFS.1112.WHST.1.3
05.02	Production and Distribution of Writing	
05.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
		LAFS.1112.WHST.2.4
05.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
		LAFS.1112.WHST.2.5
05.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
		LAFS.1112.WHST.2.6
05.03	Research to Build and Present Knowledge	
05.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		LAFS.1112.WHST.3.7

05.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
05.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
05.04	Range of Writing	
05.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	

Abbreviations:

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

NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
06.0	Demonstrate realistic employment goals--The student will be able to:		
06.01	Express personal strengths and weaknesses, including social adjustments and cognitive abilities.		
06.02	Match interests and abilities with potential careers.		
07.0	Describe human relations skills necessary for success in the workforce--The student will be able to:		
07.01	Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness, and trustworthiness.		
07.02	Identify and discuss the role of an employee as a team member in the workplace.		
07.03	Describe the use of teams in the workplace to increase productivity and product quality.		
07.04	Discuss the importance of human relations to success in the workplace.		
07.05	Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.		
07.06	Explain the importance of working effectively with diverse populations.		
07.07	Explain importance of self-management when minimum direction and supervision are given.		
07.08	Describe ethical situations in the world of work		
07.09	Describe importance and benefits of time management.		

07.10	Identify and demonstrate steps necessary for solving problems and making decisions.		
07.11	Analyze future consequences of current decisions.		
07.12	Discuss the value of emotional self-control in the workplace		
07.13	Explain “conflict resolution” and “dispute resolution” techniques and apply to a simulated work related problem.		
07.14	Identify and practice stress management and relaxation techniques.		
07.15	Discuss importance of practicing positive customer service skills.		
08.0	Identify types of communication skills necessary for successful employment--The student will be able to:		
08.01	Describe the importance of the proper use of grammar, vocabulary, and diction.		
08.02	Identify the appropriate way to address people.		
08.03	Identify appropriate conversation for work related settings.		
08.04	Describe listening, speaking, and nonverbal skills necessary to determine customer needs.		
08.05	List professional vocabulary appropriate for the work environment		
08.06	Demonstrate ability to communicate in a multicultural setting		
08.07	Identify and define commonly used customer service terms such as complaints, internal and external customers.		
08.08	Demonstrate the ability to listen to, follow, and provide directions		
08.09	Demonstrate the placing/receiving of telephone calls in a businesslike manner.		
08.10	Demonstrate ability to locate, understand, and interpret information found in trade manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.		
09.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:		
09.01	Employ leadership skills to accomplish organizational goals and objectives.		
09.02	Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.		
09.03	Conduct and participate in meetings to accomplish work tasks.		
09.04	Employ mentoring skills to inspire and teach others.		
10.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas--The students will be able to:		
10.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.		
10.02	Locate, organize and reference written information from various sources.		
10.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.		
10.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.		
10.05	Apply active listening skills to obtain and clarify information.		
10.06	Develop and interpret tables and charts to support written and oral communications.		
10.07	Exhibit public relations skills that aid in achieving customer satisfaction.		

11.0	Describe the duties and responsibilities of a successful employee--The student will be able to:		
11.01	Explain how to handle customer inquiries/complaints.		
11.02	Explain how to handle difficult internal and external customers		
11.03	Explain how to interpret policies to internal and external customers.		
11.04	Classify customer services according to nature and characteristics of the activity.		
11.05	Review methods to resolve customer problems through clarifying and explaining policies and procedures.		
11.06	Explain the importance of stress management and relaxation techniques as they relate to job performance.		
11.07	Demonstrate an understanding of gender, age, disability, and cultural courtesy.		
11.08	Describe workplace codes of professional/business conduct.		
11.09	Explain the concepts of integrity, credibility, reliability, and perseverance.		
11.10	List the responsibilities an employer has for his/her employees (ethical, social, legal).		
12.0	Demonstrate the competencies of employability and career development –Explain the importance of employability skills and entrepreneurship skills--The student will be able to:		
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.		
13.0	Use information technology tools--The students will be able to:		
13.01	Use personal information management (PIM) applications to increase workplace efficiency.		
13.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.		
13.03	Employ computer operations applications to access, create, manage, integrate, and store information.		
13.04	Employ collaborative/groupware applications to facilitate group work.		
14.0	Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The students will be able to:		
14.01	Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.		
14.02	Explain emergency procedures to follow in response to workplace accidents.		
14.03	Create a disaster and/or emergency response plan.		

15.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:		
15.01	Describe the nature and types of business organizations.		
15.02	Explain the effect of key organizational systems on performance and quality.		
15.03	List and describe quality control systems and/or practices common to the workplace.		
15.04	Explain the impact of the global economy on business organizations.		
16.0	Describe the importance of professional ethics and legal responsibilities--The students will be able to:		
16.01	Evaluate and justify decisions based on ethical reasoning.		
16.02	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.		
16.03	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.		
16.04	Interpret and explain written organizational policies and procedures.		
17.0	Solve Problems using critical thinking skills, creativity and innovation. The student will be able to:		
17.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.		
17.02	Employ critical thinking and interpersonal skills to resolve conflicts.		
17.03	Identify and document workplace performance goals and monitor progress toward those goals.		
17.04	Conduct technical research to gather information necessary for decision-making.		
18.0	Demonstrate personal money-management concepts, procedures, and strategies--The students 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	Use appropriate equipment and supplies safely and correctly--The student will be able to:		
19.01	These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
20.0	Demonstrate competencies identified for a specific program component--The student will be able to:		
20.01	These student performance standards are job specific and correspond to the job preparatory program in which the student is enrolled.		
OPTIONAL			
21.0	Demonstrate acquired skills through On-The-Job training--The student will be able to:		
21.01	Display a positive attitude toward a job.		

21.02	Demonstrate job performance skills.		
21.03	Display expected level of productivity.		
21.04	Use evaluations to improve own performance.		
21.05	Identify, organize, plan and allocate resources.		
21.06	Work cooperatively with others.		
21.07	Acquire and use information including using computers.		
21.08	Work effectively within the context of complex interrelationships.		
21.09	Work with a variety of technologies.		
21.10	Perform basic computer operations.		
<p>Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.</p> <p>The student will be able to:</p>			
22.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.		
23.0	Develop skills to locate, evaluate, and interpret career information.		
24.0	Identify and demonstrate processes for making short and long term goals.		
25.0	Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.		
26.0	Understand the relationship between educational achievement and career choices/postsecondary options.		
27.0	Identify a career cluster and related pathways that match career and education goals.		
28.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.		
29.0	Demonstrate knowledge of technology and its application in career fields/clusters.		

Additional Information

Laboratory Activities

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

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.

English Language Development ELD Standards Special Notes Section

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

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

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student

may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

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

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