

**Florida Department of Education
Curriculum Framework**

Program Title: Career Discovery
Program Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8500140
CIP Number	04209950EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

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(s) 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
8500140	Career Discovery	FAM CON SC 1	Semester

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.

Standards

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

- 01.0 Demonstrate leadership and organizational skills in the workplace.
- 02.0 Apply academic skills as they relate to the workplace.
- 03.0 Identify desirable personal and work ethics.
- 04.0 Develop interpersonal skills for personal and career success.
- 05.0 Demonstrate team player skills.
- 06.0 Demonstrate employability skills.
- 07.0 Create and maintain an employment portfolio.
- 08.0 Demonstrate critical thinking skills and application of the decision making process as it relates to personal and work situations.
- 09.0 Recognize and demonstrate effective communication skills.
- 10.0 Identify appropriate dress for various job experiences.
- 11.0 Recognize the importance of healthy choices as they relate to the well-being of the individual.
- 12.0 Practice successful resource management techniques.
- 13.0 Identify legal and ethical issues as they relate to the work environment.
- 14.0 Identify job benefits.
- 15.0 Practice employee and job safety.
- 16.0 Identify career pathways related to Family and Consumer Sciences.

Florida Department of Education
Student Performance Standards

Course Title: Career Discovery
Course Number: 8500140
Course Credit: Semester

Course Description:

The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

CTE Standards and Benchmarks	
01.0	Demonstrate teamwork and leadership skills in the family, workplace, and community. - The student will be able to:
01.01	Identify purposes, functions, roles and responsibilities of members of professional and youth organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the FCCLA planning process.
01.05	Discuss the establishment and history of the FCCLA organization.
02.0	Apply academic skills as they relate to the workplace. – The student will be able to:
02.01	Demonstrate reading comprehension of technical/work manuals and written instruction.
02.02	Apply appropriate mathematical skills as they relate to the task at hand.
03.0	Identify desirable personal and work ethics. – The student will be able to:
03.01	Describe positive and negative personal and work ethics.
03.02	Recognize the benefits of positive personal and work ethics.
03.03	Identify character traits that reflect good moral judgment (i.e. honesty, kindness)
03.04	Demonstrate characteristics that produce successful employee/employer relations.
04.0	Develop interpersonal skills for personal and career success. – The student will be able to:

CTE Standards and Benchmarks

04.01 Determine ways to strengthen self-esteem.

04.02 Identify factors that influence personality formation.

04.03 Identify positive human resources required for successful personal and work relationships.

04.04 Describe qualities and characteristics of a mentoring experience.

04.05 Determine the relevance of integrating academic learning, social skills and lifestyle choices to home, community and career.

05.0 Demonstrate team player skills. – The student will be able to:

05.01 Define teamwork.

05.02 Identify the benefits of working cooperatively.

05.03 Recognize confrontational personality types within a team.

05.04 Practice conflict resolution techniques.

06.0 Demonstrate employability skills. – The student will be able to:

06.01 Identify academic skills required for job success.

06.02 Recognize factors that may influence career choices.

06.03 Identify sources of career information.

06.04 Create and discuss the importance of the components of a current resume.

06.05 List the steps in a job search.

06.06 Demonstrate the ability to complete a job application.

06.07 Demonstrate effective interviewing skills.

07.0 Demonstrate critical thinking skills and application of the decision making process as it relates to personal and work situations. – The student will be able to:

07.01 Define the decision-making process.

07.02 Apply the decision making-process in workplace situations.

07.03 Demonstrate the ability to apply critical thinking skills.

08.0 Recognize and demonstrate effective communication skills. – The student will be able to:

CTE Standards and Benchmarks

08.01 Define assertive, aggressive, and passive communication.

08.02 Identify the impact of non-verbal behavior on communication.

08.03 Analyze the importance of accepting constructive criticism.

08.04 Demonstrate techniques for dealing with criticism.

08.05 Identify appropriate conversation for the work environment.

08.06 Practice appropriate written and verbal communication necessary for the workplace.

08.07 Practice effective presentation techniques.

09.0 Identify appropriate dress for various job experiences. – The student will be able to:

09.01 Practice good grooming techniques.

09.02 Identify the factors needed to create an economical, coordinated, easy care work wardrobe.

09.03 Select appropriate clothing for a variety of careers and work situations.

10.0 Recognize the importance of healthy choices as they relate to the well-being of the individual. – The student will be able to:

10.01 Define and describe symptoms of stress.

10.02 Identify various coping behaviors.

10.03 List and define types of substance abuse.

10.04 Identify effects of substance abuse on job performance.

10.05 List help that is available, through the government and community organizations, for attaining and maintaining good mental and emotional health.

10.06 Describe the importance of healthy food choices as they relate to job performance.

10.07 Identify techniques for balancing work, community, and personal life.

11.0 Identify legal issues as they relate to the work environment. – The student will be able to:

11.01 Define and describe types of sexual harassment in the workplace.

11.02 Identify appropriate conversation for the work environment.

11.03 List the advantages of a culturally diverse workplace.

CTE Standards and Benchmarks

11.04 Discuss the Americans with Disabilities Act.

11.05 Discuss the Equal Employment Opportunity Act.

12.0 Identify job benefits. – The student will be able to:

12.01 Define job benefits.

12.02 Identify advantages of benefit packages.

12.03 Discuss income as it relates to career success.

13.0 Practice employee and job safety. – The student will be able to:

13.01 Discuss the roles of the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA).

13.02 Discuss human errors and unsafe work environments and their relationship to employee safety.

13.03 Demonstrate safe operation of workplace equipment.

13.04 Identify first aid procedures for accidents and injuries.

14.0 Identify career pathways related to family and consumer sciences. – The student will be able to:

14.01 Define and describe the different types of businesses related to Family and Consumer Sciences career pathways.

14.02 Explain entrepreneurship.

14.03 Describe the risks and advantages of entrepreneurship.

14.04 Develop an entrepreneur business plan for a Family and Consumer Sciences career pathway.

14.05 Operate an on-site business related to a Family and Consumer Sciences career pathway.

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.

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)

Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization(s) 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.

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.

**Florida Department of Education
Curriculum Framework**

Program Title: Personal Development
Program Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8500230
CIP Number	09209921EX
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

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(s) 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
8500230	Personal Development	FAM CON SC 1 HEALTH 6	Semester

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.

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

Standards

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

- 01.0 Demonstrate leadership, study, and organizational skills.
- 02.0 Recognize factors that affect personality development.
- 03.0 Identify and apply skills needed for positive interpersonal relationships.
- 04.0 Identify positive coping skills for dealing with stress and conflict.
- 05.0 Identify relationships that influence personality development.
- 06.0 Assess the importance of good health and wellness.
- 07.0 Develop a plan for managing your resources.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Development
Course Number: 8500230
Course Credit: Semester

Course Description:

The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership, study, and organizational skills. – The student will be able to:
01.01	Identify purposes and functions of professional and community service organizations.
01.02	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.03	Work cooperatively as a group member to achieve organizational goals.
01.04	Demonstrate confidence in leadership roles and organizational responsibilities.
01.05	Demonstrate personal responsibility.
01.06	Practice time management techniques.
01.07	Identify methods used for studying.
01.08	List ways to use study time wisely.
01.09	Create a plan to manage your time.
01.10	List ways technology can add balance your life.
01.11	Develop a personal growth project.
01.12	Identify ways to create organization in your personal space.
02.0	Recognize factors that affect personality development. – The student will be able to:

CTE Standards and Benchmarks

02.01 Review Robert Havighurst's developmental tasks of pre-adolescence and adolescence.

02.02 Identify Maslow's basic human needs.

02.03 Define self-esteem and self-concept.

02.04 Explain how heredity and environment affect the development of personality.

02.05 Identify factors that affect self-concept and achievement.

02.06 State how a positive self-concept builds good relationships with friends, peers, parents, and family members.

02.07 Identify characteristics of individuals with high/low self-esteem.

02.08 Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.

02.09 Analyze personality strengths and weaknesses.

02.10 Identify how values and standards affect character and actions.

02.11 Determine how to make ethical decisions.

03.0 Identify and apply skills needed for positive interpersonal relationships. – The student will be able to:

03.01 Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups.

03.02 Identify appropriate topics of conversation when establishing relationships with acquaintances.

03.03 List forms of verbal and non-verbal communication.

03.04 Practice positive communication skills.

03.05 Demonstrate appropriate manners and etiquette for a variety of social situations.

04.0 Identify positive coping skills for adjusting to stress and conflict. – The student will be able to:

04.01 Identify positive and negative stress.

04.02 Identify changes that affect families.

04.03 Describe ways of coping with personal and family stress and crises.

04.04 Recognize signs of peer pressure and bullying.

CTE Standards and Benchmarks

04.05 Demonstrate refusal skills.

04.06 Identify causes of conflict.

04.07 List the steps in the conflict resolution process.

04.08 Compare ways of dealing with and preventing conflict with friends and family members.

05.0 Identify relationships that influence personality development. – The student will be able to:

05.01 Identify types of relationships.

05.02 Describe qualities of a friend.

05.03 Define reasons for dating.

05.04 Recognize healthy and unhealthy relationships.

05.05 List the functions of families.

05.06 List types of family structures.

05.07 Describe the family life cycle.

05.08 Identify ways to blend work and family.

05.09 Discuss the benefits and challenges of current technology and the impact on the family.

05.10 Identify factors in caring for children and the elderly.

05.11 Discuss the joys and challenges of being a parent.

06.0 Assess the importance of good health and wellness. – The student will be able to:

06.01 Describe wellness.

06.02 Explain the importance of good nutrition.

06.03 Classify foods according to the Food Guide Pyramid.

06.04 List the essential nutrients and describe their functions and sources.

06.05 List good health practices that contribute to looking your best.

CTE Standards and Benchmarks

06.06 Identify the health risks associated with the use of alcohol, tobacco, and other drugs.

06.07 List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs.

06.08 Develop an exercise and nutrition plan that incorporates the components of wellness.

06.09 Identify careers related to health and wellness.

07.0 Develop a plan for managing your resources. – The student will be able to:

07.01 Define needs and wants.

07.02 Identify major and minor decisions and the factors that affect decisions.

07.03 Identify the steps of the decision-making process.

07.04 Develop a self-improvement plan using the decision-making process to set goals and priorities.

07.05 Apply the decision-making process to personal, social, and family activities.

07.06 Identify factors that affect consumer choices.

07.07 Identify ways to manage your resources for personal needs and wants.

07.08 Develop a spending and savings plan for your money.

07.09 Discuss reasons for working.

07.10 Explain the relationship between income and lifestyle.

07.11 Identify the personal skills needed for employment.

07.12 Discuss careers related to resource management.

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.

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)

Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization(s) 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.

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.

**Florida Department of Education
Curriculum Framework**

Course Title: Personal Development and Career Planning*
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Human Services

Secondary – Middle School

Program Number	8500430
CIP Number	09209921CE
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

*Effective July 1, 2017, there is no longer a promotion requirement for middle grades students to complete a Career and Education Planning course. However, these courses will continue to be available and should be taught integrating the eight career and education planning course standards. Additional information on the Middle School Career and Education Planning course and the list of standards is available at <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/>. The MyCareerShines powered by Kuder® career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan.

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

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(s) 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
8500430	Personal Development and Career Planning	FAM CON SC 1 HEALTH 6	Semester

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.

Standards

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

- 01.0 Demonstrate an understanding of the Early Childhood Development and Services career pathway.
- 02.0 Demonstrate an understanding of the Counseling and Mental Health Services career pathway.
- 03.0 Demonstrate an understanding of the Family and Community Services career pathway.
- 04.0 Demonstrate an understanding of the Personal Care Services career pathway.
- 05.0 Demonstrate an understanding of the Consumer Services career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Human Services career cluster.
- 08.0 Use information technology tools.

Listed below are the eight career and education planning course standards:

- 09.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 10.0 Develop skills to locate, evaluate, and interpret career information.
- 11.0 Identify and demonstrate processes for making short and long term goals.
- 12.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 13.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 14.0 Identify a career cluster and related pathways that match career and education goals.
- 15.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 16.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Florida Department of Education
Student Performance Standards

Course Title: Personal Development and Career Planning
Course Number: 8500430
Course Credit: Semester

Course Description:

The content includes but is not limited to development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership, study, and organizational skills. – The student will be able to:
01.01	Identify purposes and functions of professional and community service organizations.
01.02	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.03	Work cooperatively as a group member to achieve organizational goals.
01.04	Demonstrate confidence in leadership roles and organizational responsibilities.
01.05	Demonstrate personal responsibility.
01.06	Practice time management techniques.
01.07	Identify methods used for studying.
01.08	List ways to use study time wisely.
01.09	Create a plan to manage your time.
01.10	List ways technology can add balance your life.
01.11	Develop a personal growth project.
01.12	Identify ways to create organization in your personal space.
02.0	Recognize factors that affect personality development. – The student will be able to:
02.01	Review Robert Havighurst’s developmental tasks of pre-adolescence and adolescence.

CTE Standards and Benchmarks

02.02 Identify Maslow's basic human needs.

02.03 Define self-esteem and self-concept.

02.04 Explain how heredity and environment affect the development of personality.

02.05 Identify factors that affect self-concept and achievement.

02.06 State how a positive self-concept builds good relationships with friends, peers, parents, and family members.

02.07 Identify characteristics of individuals with high/low self-esteem.

02.08 Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.

02.09 Analyze personality strengths and weaknesses.

02.10 Identify how values and standards affect character and actions.

02.11 Determine how to make ethical decisions.

03.0 Identify and apply skills needed for positive interpersonal relationships. – The student will be able to:

03.01 Identify social skills that contribute to good relationships with others, including diverse multi-cultural groups.

03.02 Identify appropriate topics of conversation when establishing relationships with acquaintances.

03.03 List forms of verbal and non-verbal communication.

03.04 Practice positive communication skills.

03.05 Demonstrate appropriate manners and etiquette for a variety of social situations.

04.0 Identify positive coping skills for adjusting to stress and conflict. – The student will be able to:

04.01 Identify positive and negative stress.

04.02 Identify changes that affect families.

04.03 Describe ways of coping with personal and family stress and crises.

04.04 Recognize signs of peer pressure and bullying.

04.05 Demonstrate refusal skills.

04.06 Identify causes of conflict.

CTE Standards and Benchmarks

04.07 List the steps in the conflict resolution process.

04.08 Compare ways of dealing with and preventing conflict with friends and family members.

05.0 Identify relationships that influence personality development. – The student will be able to:

05.01 Identify types of relationships.

05.02 Describe qualities of a friend

05.03 Recognize healthy and unhealthy relationships.

05.04 List the functions of families.

05.05 List types of family structures.

05.06 Describe the family life cycle.

05.07 Identify ways to blend work and family.

05.08 Discuss the benefits and challenges of current technology and the impact on the family.

05.09 Identify factors in caring for children and the elderly.

05.10 Discuss the joys and challenges of being a parent.

05.11 Discuss the joys and challenges of being a parent

06.0 Assess the importance of good health and wellness. – The student will be able to:

06.01 Describe wellness.

06.02 Explain the importance of good nutrition.

06.03 Classify foods according to the Food Guide Pyramid.

06.04 List the essential nutrients and describe their functions and sources.

06.05 List good health practices that contribute to looking your best.

06.06 Identify the health risks associated with the use of alcohol, tobacco, and other drugs.

06.07 List resources and organizations that assist individuals who abuse alcohol, tobacco, and other drugs.

06.08 Develop an exercise and nutrition plan that incorporates the components of wellness.

CTE Standards and Benchmarks

06.09 Identify careers related to health and wellness.

07.0 Develop a plan for managing your resources. – The student will be able to:

07.01 Define needs and wants.

07.02 Identify major and minor decisions and the factors that affect decisions.

07.03 Identify the steps of the decision-making process.

07.04 Develop a self-improvement plan using the decision-making process to set goals and priorities.

07.05 Apply the decision-making process to personal, social, and family activities.

07.06 Identify factors that affect consumer choices.

07.07 Identify ways to manage your resources for personal needs and wants.

07.08 Develop a spending and savings plan for your money.

07.09 Discuss reasons for working.

07.10 Explain the relationship between income and lifestyle.

07.11 Identify the personal skills needed for employment.

07.12 Discuss careers related to resource management.

Listed below are the eight career and education planning course standards:

The student will be able to:

08.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

09.0 Develop skills to locate, evaluate, and interpret career information.

10.0 Identify and demonstrate processes for making short and long term goals.

11.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

12.0 Understand the relationship between educational achievement and career choices/postsecondary options.

13.0 Identify a career cluster and related pathways that match career and education goals.

CTE Standards and Benchmarks

14.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

15.0 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.

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)

FCCLA is the inter-curricular career and technical student organization(s) 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.

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.

Florida Department of Education
Curriculum Framework

Course Title: Fundamentals of Human Service Careers
Course Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8960300
CIP Number	148960300M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

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(s) 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
8960300	Fundamentals of Human Service Careers	FAM CON SC 1	Semester

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.

Standards

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

- 01.0 Discuss early childhood development and services.
- 02.0 Describe counseling and mental health services.
- 03.0 Discuss family and community services.
- 04.0 Describe personal care services.
- 05.0 Identify Consumer Services organizations.
- 06.0 Demonstrate leadership and communication.
- 07.0 Integrate the use of science, mathematics, reading, writing, and communications.
- 08.0 Recognize the value of responsibility, good work habits, and planning for career opportunities in agriculture services.
- 09.0 Identify components of network systems.
- 10.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Human Service Careers
Course Number: 8960300
Course Credit: Semester

Course Description:

This course is designed to develop competencies in the area of human services. The content includes communications, safety, child development services, counseling and mental health services, family and community services, personal care services, consumer services and leadership skills. Laboratory-based activities are an integral part of this course. These include safe use and application of appropriate technology.

CTE Standards and Benchmarks	
01.0	Discuss early childhood development and services. – The student will be able to:
01.01	Describe a safe and sanitary learning environment for child.
01.02	Describe the indicators of a healthy child.
01.03	Identify common indicators of child abuse and neglect.
01.04	Describe common physical, emotional, intellectual and social milestones for children.
01.05	Discuss strategies that promote growth and development.
01.06	Create a developmentally appropriate activity to reflect interests and developmental levels.
01.07	Arrange learning centers that provide for a child’s exploration, discovery and development.
01.08	Observe and document children’s progress.
01.09	Evaluate games, equipment, activities, books, and play materials for age appropriateness.
02.0	Describe counseling and mental health services. – The student will be able to:
02.01	Research counseling and mental health services available at the state and local level.
02.02	Describe common cause for seeking counseling and mental health services.
02.03	Describe a physically healthy environment to enhance effectiveness of treatment.

CTE Standards and Benchmarks

02.04 Plan furniture and décor for a counseling or mental health facility.

02.05 Discuss the ethical and legal responsibilities of the counseling services to the client.

03.0 Discuss family and community services. – The student will be able to:

03.01 Research family and community services available through agencies, organizations, and churches at the local and state level.

03.02 Create documents to advertise family and community services.

03.03 Discuss the ethical and legal responsibilities of the family and community services to the client.

04.0 Describe personal care services. – The student will be able to:

04.01 Describe and apply principles of biology necessary to select safe and effective personal care products and services.

04.02 Explain principles of chemistry in the composition, structure and properties of processes of a broad-range of personal care products and services.

04.03 Apply basic principles of human anatomy necessary in order to determine needed personal care.

04.04 Create advertisement documents to attract and retain human services clientele.

04.05 Discuss the ethical and legal responsibilities of the personal services provider to the client.

05.0 Identify consumer services. – The student will be able to:

05.01 Examine consumer services laws and ethics required for obtaining licensures.

05.02 Discuss client/consumer service skills including ability to empathize and to motivate clients.

05.03 Research and recommend products, plans or services.

05.04 Create advertisement documents for specific audiences.

05.05 Describe ethical and legal responsibilities associated with providing consumer services to clients and consumers.

06.0 Demonstrate leadership and communication styles. – The student will be able to:

06.01 Explore the establishment and history of the FCCLA organization.

06.02 Analyze the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

CTE Standards and Benchmarks

06.04 Evaluate a committee which has an assigned task and report to the class.

06.05 Demonstrate effective communication skills through delivery of a speech or conducting a demonstration.

06.06 Use a computer to assist in the completion of a project.

07.0 Integrate the use of science, mathematics, reading, writing, and communications. – The student will be able to:

07.01 Apply basic mathematics operations to solve problems.

07.02 Prepare written and/or oral materials using correct English grammar.

07.03 Identify the main idea in oral presentations and/or written materials.

07.04 Locates, organizes, and interprets information from a variety of sources.

08.0 Recognize the value of responsibility, good work habits, and planning for career opportunities in agriculture services. – The student will be able to:

08.01 Identify attitudes and habits necessary to achieve career success.

08.02 Describe personality aspects to consider when choosing a career.

08.03 Identify the basic steps in career planning.

08.04 Develop basic career plan.

08.05 Identify and research careers within a specific area of human services

09.0 Identify components of network systems. – The student will be able to:

09.01 Identify attitudes and habits necessary to achieve career success.

09.02 Identify structure to access internet, including hardware and software components.

09.03 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

09.04 Recognize essential database concepts.

09.05 Define and use additional networking and internet services.

10.0 Describe and use communication features of information technology. – The student will be able to:

10.01 Define important internet communications protocols and their roles in delivering basic internet services.

CTE Standards and Benchmarks

10.02 Identify basic principles of the Domain Name System (DNS).

10.03 Identify security issues related to Internet clients.

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.

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)

Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization(s) 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.

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.

Florida Department of Education
Curriculum Framework

Course Title: Introduction to Human Service Careers
Course Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Program Number	8960350
CIP Number	148960350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The content includes but is not limited to making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills within the program.

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(s) 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
8960350	Introduction to Human Services Careers	FAM CON SC 1	Semester

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.

Standards

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

- 01.0 Demonstrate an understanding of the Early Childhood Development and Services career pathway.
- 02.0 Demonstrate an understanding of the Counseling and Mental Health Services career pathway.
- 03.0 Demonstrate an understanding of the Family and Community Services career pathway.
- 04.0 Demonstrate an understanding of the Personal Care Services career pathway.
- 05.0 Demonstrate an understanding of the Consumer Services career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Human Services career cluster.
- 08.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Human Service Careers
Course Number: 8960350
Course Credit: Semester

Course Description:

Beginning with a broad overview of the Human Services career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Human Services career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks	
01.0	Demonstrate an understanding of the Early Childhood Development and Services career pathway. – The student will be able to:
01.01	Define and use proper terminology associated with the Early Childhood Development and Services career pathway.
01.02	Describe some of the careers available in the Early Childhood Development and Services career pathway.
01.03	Identify common characteristics of the careers in the Early Childhood Development and Services career pathway.
01.04	Research the history of the Early Childhood Development and Services career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the Early Childhood Development and Services career pathway.
01.06	Describe technologies associated in careers within the Early Childhood Development and Services career pathway.
02.0	Demonstrate an understanding of the Counseling and Mental Health Services career pathway. – The student will be able to:
02.01	Define and use proper terminology associated with the Counseling and Mental Health Services career pathway.
02.02	Describe some of the careers available in the Counseling and Mental Health Services career pathway.
02.03	Identify common characteristics of the careers in the Counseling and Mental Health Services career pathway.
02.04	Research the history of the Counseling and Mental Health Services career pathway and describe how the careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the Counseling and Mental Health Services career pathway.

CTE Standards and Benchmarks

02.06 Describe technologies associated in careers within the Counseling and Mental Health Services career pathway.

03.0 Demonstrate an understanding of the Family and Community Services career pathway. – The student will be able to:

03.01 Define and use proper terminology associated with the Family and Community Services career pathway.

03.02 Describe some of the careers available in the Family and Community Services career pathway.

03.03 Identify common characteristics of the careers in the Family and Community Services career pathway.

03.04 Research the history of the Family and Community Services career pathway and describe how the careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Family and Community Services career pathway.

03.06 Describe technologies associated in careers within the Family and Community Services career pathway.

04.0 Demonstrate an understanding of the Personal Care Services career pathway. – The student will be able to:

04.01 Define and use proper terminology associated with the Personal Care Services career pathway.

04.02 Describe some of the careers available in the Personal Care Services career pathway.

04.03 Identify common characteristics of the careers in the Personal Care Services career pathway.

04.04 Research the history of Personal Care Services career have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Personal Care Services career pathway.

04.06 Describe technologies associated in careers within the Personal Care Services career pathway.

05.0 Demonstrate an understanding of the Consumer Services career pathway. – The student will be able to:

05.01 Define and use proper terminology associated with the Consumer Services career pathway.

05.02 Describe some of the careers available in the Consumer Services career pathway.

05.03 Identify common characteristics of the careers in the Consumer Services career pathway.

05.04 Research the history of Consumer Services career have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Consumer Services career pathway.

05.06 Describe technologies associated in careers within the Consumer Services career pathway.

CTE Standards and Benchmarks

06.0 Apply leadership and communication skills. – The student will be able to:

06.01 Discuss the establishment and history of the FCCLA organization.

06.02 Identify the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

06.04 Participate on a committee which has an assigned task and report to the class.

06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

06.06 Use a computer to assist in the completion of a project related to the Human Services career cluster.

07.0 Describe how information technology is used in the Human Services career cluster. – The student will be able to:

07.01 Identify information technology (IT) careers in the Human Services career cluster, including the responsibilities, tasks, and skills they require.

07.02 Relate information technology project management concepts and terms to careers in the Human Services career cluster.

07.03 Manage information technology components typically used in professions of the Human Services career cluster.

07.04 Identify security-related ethical and legal IT issues faced by professionals in the Human Services career cluster.

08.0 Use information technology tools. – The student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Human Services career cluster.

08.02 Use e-mail clients to send simple messages and files to other internet users.

08.03 Demonstrate ways to communicate effectively using internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Human Services career cluster.

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.

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)

Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization(s) 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.

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.

Florida Department of Education
Curriculum Framework

Course Title: Introduction to Human Service Careers and Career Planning*
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Human Services

Secondary – Middle School

Program Number	8960360
CIP Number	148960360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

*Effective July 1, 2017, there is no longer a promotion requirement for middle grades students to complete a Career and Education Planning course. However, these courses will continue to be available and should be taught integrating the eight career and education planning course standards. Additional information on the Middle School Career and Education Planning course and the list of standards is available at <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/>. The MyCareerShines powered by Kuder® career planning system is available free of charge to all Florida middle and high schools to assist students in exploring career options and developing an academic and career plan.

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Human Services career cluster. The Human Services Career Cluster prepares you for jobs that relate to families and human needs. Whether you want to be a social worker, a childcare provider or a hairdresser, you will be addressing human needs. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

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(s) 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
8960360	Introduction to Human Service Careers and Career Planning	FAM CON SC 1	Semester

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.

Standards

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

- 01.0 Demonstrate an understanding of the Early Childhood Development and Services career pathway.
- 02.0 Demonstrate an understanding of the Counseling and Mental Health Services career pathway.
- 03.0 Demonstrate an understanding of the Family and Community Services career pathway.
- 04.0 Demonstrate an understanding of the Personal Care Services career pathway.
- 05.0 Demonstrate an understanding of the Consumer Services career pathway.
- 06.0 Apply leadership and communication skills.
- 07.0 Describe how information technology is used in the Human Services career cluster.
- 08.0 Use information technology tools.

Listed below are eight career and education planning course standards:

- 09.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 10.0 Develop skills to locate, evaluate, and interpret career information.
- 11.0 Identify and demonstrate processes for making short and long term goals.
- 12.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 13.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 14.0 Identify a career cluster and related pathways that match career and education goals.
- 15.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 16.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Human Service Careers and Career Planning
Course Number: 8960360
Course Credit: Semester

Course Description:

Beginning with a broad overview of the Human Services career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Human Services career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks	
01.0	Demonstrate an understanding of the Early Childhood Development and Services career pathway. – The student will be able to:
01.01	Define and use proper terminology associated with the Early Childhood Development and Services career pathway.
01.02	Describe some of the careers available in the Early Childhood Development and Services career pathway.
01.03	Identify common characteristics of the careers in the Early Childhood Development and Services career pathway.
01.04	Research the history of the Early Childhood Development and Services career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the Early Childhood Development and Services career pathway.
01.06	Describe technologies associated in careers within the Early Childhood Development and Services career pathway.
02.0	Demonstrate an understanding of the Counseling and Mental Health Services career pathway. – The student will be able to:
02.01	Define and use proper terminology associated with the Counseling and Mental Health Services career pathway.
02.02	Describe some of the careers available in the Counseling and Mental Health Services career pathway.
02.03	Identify common characteristics of the careers in the Counseling and Mental Health Services career pathway.
02.04	Research the history of the Counseling and Mental Health Services career pathway and describe how the careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the Counseling and Mental Health Services career pathway.
02.06	Describe technologies associated in careers within the Counseling and Mental Health Services career pathway.

CTE Standards and Benchmarks

03.0 Demonstrate an understanding of the Family and Community Services career pathway. – The student will be able to:

03.01 Define and use proper terminology associated with the Family and Community Services career pathway.

03.02 Describe some of the careers available in the Family and Community Services career pathway.

03.03 Identify common characteristics of the careers in the Family and Community Services career pathway.

03.04 Research the history of the Family and Community Services career pathway and describe how the careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Family and Community Services career pathway.

03.06 Describe technologies associated in careers within the Family and Community Services career pathway.

04.0 Demonstrate an understanding of the Personal Care Services career pathway. – The student will be able to:

04.01 Define and use proper terminology associated with the Personal Care Services career pathway.

04.02 Describe some of the careers available in the Personal Care Services career pathway.

04.03 Identify common characteristics of the careers in the Personal Care Services career pathway.

04.04 Research the history of Personal Care Services career have evolved and impacted society.

04.05 Identify skills required to successfully enter any career in the Personal Care Services career pathway.

04.06 Describe technologies associated in careers within the Personal Care Services career pathway.

05.0 Demonstrate an understanding of the Consumer Services career pathway. – The student will be able to:

05.01 Define and use proper terminology associated with the Consumer Services career pathway.

05.02 Describe some of the careers available in the Consumer Services career pathway.

05.03 Identify common characteristics of the careers in the Consumer Services career pathway.

05.04 Research the history of Consumer Services career have evolved and impacted society.

05.05 Identify skills required to successfully enter any career in the Consumer Services career pathway.

05.06 Describe technologies associated in careers within the Consumer Services career pathway.

06.0 Apply leadership and communication skills. – The student will be able to:

06.01 Discuss the establishment and history of the FCCLA organization.

CTE Standards and Benchmarks

06.02 Identify the characteristics and responsibilities of organizational leaders.

06.03 Demonstrate parliamentary procedure skills during a meeting.

06.04 Participate on a committee which has an assigned task and report to the class.

06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

06.06 Use a computer to assist in the completion of a project related to the Human Services career cluster.

07.0 Describe how information technology is used in the Human Services career cluster. – The student will be able to:

07.01 Identify information technology (IT) careers in the Human Services career cluster, including the responsibilities, tasks, and skills they require.

07.02 Relate information technology project management concepts and terms to careers in the Human Services career cluster.

07.03 Manage information technology components typically used in professions of the Human Services career cluster.

07.04 Identify security-related ethical and legal IT issues faced by professionals in the Human Services career cluster.

08.0 Use information technology tools. – The student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Human Services career cluster.

08.02 Use e-mail clients to send simple messages and files to other internet users.

08.03 Demonstrate ways to communicate effectively using internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Human Services career cluster.

Listed below are the eight career and education planning course standards:

The student will be able to:

09.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

10.0 Develop skills to locate, evaluate, and interpret career information.

11.0 Identify and demonstrate processes for making short and long term goals.

12.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.

13.0 Understand the relationship between educational achievement and career choices/postsecondary options.

CTE Standards and Benchmarks

14.0	Identify a career cluster and related pathways that match career and education goals.
15.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
16.0	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.

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)

FCCLA is the inter-curricular career and technical student organization(s) 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.

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.

Florida Department of Education
Curriculum Framework

Course Title: Exploring Family and Consumer Sciences (FACS)
Course Type: Orientation/Exploratory
Career Cluster: Human Services

Secondary – Middle School

Course Number	8960370
CIP Number	14896037MS
Grade Level	6-8
Standard Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the various career clusters. The content includes but is not limited to food preparation and nutrition, fashion and interior design concepts, personal finance, healthy relationships and child care practices. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

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(s) 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
8960370	Exploring Family and Consumer Sciences (FACS)	FAM CON SC 1	Semester

Course Number	Course Title	Teacher Certification	Length
		FASH TECH 7 G INT DES 7 G CULINARY 7 G PRESCH ED L	

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.

Standards

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

- 01.0 Demonstrate leadership skills.
- 02.0 Identify and apply skills needed for positive interpersonal relationships.
- 03.0 Demonstrate an understanding of food preparation skills and nutrition.
- 04.0 Demonstrate knowledge, skills and practices of early childhood care.
- 05.0 Apply the decision making process to personal finance choices.
- 06.0 Demonstrate an understanding of fashion and sewing concepts.
- 07.0 Demonstrate an understanding of housing and interior design.

**Florida Department of Education
Student Performance Standards**

Course Title: Exploring Family and Consumer Sciences (FACS)
Course Number: 8960370
Course Length: Semester

Course Description:

This course is designed to introduce students to the various disciplines within the Family and Consumer Sciences field. By the end of this course, students will have a foundational understanding of food preparation and nutrition, fashion and interior design concepts, personal finance, healthy relationships and child care practices.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership skills. – The student will be able to:
01.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the FCCLA planning process.
01.05	Discuss the establishment and history of the FCCLA organization.
02.0	Identify and apply skills needed for positive interpersonal relationships. – The student will be able to:
02.05	Distinguish between the types of communication, i.e., social media, texting, nonverbal, etc.
02.06	Identify the various types of relationships, such as family, friends, and peers.
02.07	Define self-esteem and state how a positive self-concept builds healthy relationships.
02.08	Identify common areas of conflict and possible resolutions for healthy relationships.
03.0	Demonstrate an understanding of food preparation skills and nutrition. – The student will be able to:
03.05	Identify current USDA dietary guidelines to plan daily food choices and maintain wellness.
03.06	Interpret and use recipes.

CTE Standards and Benchmarks

03.07 Select, use, care for and store food preparation equipment.

03.08 Identify and apply food safety and sanitation practices.

03.09 Identify and demonstrate acceptable behaviors for table service and etiquette.

03.10 Specify nutritional needs of the young adult.

04.0 Demonstrate knowledge, skills and practices of early childhood care. – The students will be able to:

04.05 Identify stages of child development and age appropriate activities.

04.06 List the roles and responsibilities of parents and caregivers.

04.07 Identify community resources that benefit children, such as first aid and critical emergency skills.

04.08 Explore toys, books, games, and software of interest to children.

04.09 Demonstrate safe and proper use of toys and equipment, including safe play.

04.10 Compare different forms of guidance (i.e. redirection of behavior) used with children in different situations.

05.0 Apply the decision making process to personal finance choices. – The student will be able to:

05.05 Identify needs versus wants.

05.06 Research and use various consumer information sources to make purchases (i.e. online versus store front).

05.07 Set financial goals, including saving and investing.

05.08 Develop a plan for resource management (i.e., develop a plan for managing a budget)

05.09 Identify ways to keep personal information safe and utilize consumer safety guidelines.

06.0 Demonstrate an understanding of fashion and sewing concepts. – The student will be able to:

06.05 Determine values/needs/wants related to wardrobe and grooming.

06.06 Recognize factors that influence clothing purchases.

06.07 Identify sewing tools and techniques.

06.08 Use tools and materials to create a personalized individual and/or group project.

07.0 Demonstrate an understanding of housing and interior design. – The student will be able to:

CTE Standards and Benchmarks

07.05 Identify lifestyle, common needs, common values and goals related to housing.

07.06 Identify elements and principles of design.

07.07 Demonstrate ways to create a comfortable living space.

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.

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)

Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization(s) 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.

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.

Florida Department of Education
Curriculum Framework

Course Title: Orientation to Career Clusters
Course Type: Orientation/Exploratory

Secondary – Middle School

Course Number	8000400
CIP Number	1498999907
Grade Level	6 – 8
Standard Length	Semester
Teacher Certification	Refer to the Course Structure section.
CTSO	Any CTSO as appropriate

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the seventeen career clusters. This course is a compilation of modules for each of the seventeen career clusters and is designed to provide flexibility in course offerings. Any number of modules can be selected to comprise a course that meets the needs of the students.

The content includes, but is not limited to, the orientation of students to career pathways in the career and technical education field. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. This course is recommended for students in the sixth grade, but not required.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

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(s) 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
8000400	Orientation to Career Clusters	ANY FIELD	Semester

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.

Standards

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

- 01.0 Identify Florida's seventeen career clusters.
- 02.0 Identify and explore careers in the Agriculture, Food & Natural Resources cluster.
- 03.0 Identify and explore careers in the Architecture & Construction cluster.
- 04.0 Identify and explore careers in the Arts, A/V Technology & Communication cluster.
- 05.0 Identify and explore careers in the Business Management & Administration cluster.
- 06.0 Identify and explore careers in the Education & Training cluster.
- 07.0 Identify and explore careers in the Energy cluster.
- 08.0 Identify and explore careers in the Finance cluster.
- 09.0 Identify and explore careers in the Government & Public Administration cluster.
- 10.0 Identify and explore careers in the Health Science cluster.
- 11.0 Identify and explore careers in the Hospitality and Tourism cluster.
- 12.0 Identify and explore careers in the Human Services cluster.
- 13.0 Identify and explore careers in the Information Technology cluster.
- 14.0 Identify and explore careers in the Law, Public Safety & Security cluster.
- 15.0 Identify and explore careers in the Manufacturing cluster.
- 16.0 Identify and explore careers in the Marketing, Sales & Service cluster.
- 17.0 Identify and explore careers in the Engineering and Technology Education cluster.
- 18.0 Identify and explore careers in the Transportation, Distribution & Logistics cluster.
- 19.0 Describe leadership skills.

**Florida Department of Education
Student Performance Standards**

Course Title: Orientation to Career Clusters
Course Number: 8000400
Course Credit: Semester

Course Description:

This course is a broad overview of the seventeen career clusters offered in Florida. This course provides hands-on introductory activities for each career cluster as well as opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks	
01.0	Identify Florida’s seventeen career clusters – the student will be able to:
01.01	List Florida’s seventeen career clusters.
01.02	Research the national career clusters website.
01.03	Identify the Career and Technical Student Organizations (CTSO) appropriate for Career and Technical Education (CTE) programs.
01.04	Explain the purpose of a CTSO.
02.0	Identify and explore careers in the Agriculture, Food & Natural Resources cluster – the student will be able to:
02.01	Identify the pathways in the Agriculture, Food & Natural Resources career cluster and the careers in each pathway.
02.02	Describe the types of places that employ individuals who have careers in the Agriculture, Food & Natural Resources career cluster.
02.03	Describe the variety of tasks performed by individuals who have careers in the Agriculture, Food & Natural Resources career cluster.
02.04	List the skills, abilities, and talents needed for careers in the Agriculture, Food & Natural Resources career cluster.
02.05	Identify the level of training and education required for careers in the Agriculture, Food & Natural Resources career cluster.
02.06	Research a career in the Agriculture, Food & Natural Resources career cluster and present findings to the class.
02.07	Apply math, science, and reading skills in the completion of a project or activity related to the Agriculture, Food & Natural Resources career cluster.
03.0	Identify and explore careers in the Architecture & Construction cluster – the student will be able to:
03.01	Identify the pathways in the Architecture & Construction career cluster and the careers in each pathway.

CTE Standards and Benchmarks

03.02 Describe the types of places that employ individuals who have careers in the Architecture & Construction career cluster.

03.03 Describe the variety of tasks performed by individuals who have careers in the Architecture & Construction career cluster.

03.04 List the skills, abilities, and talents needed for careers in the Architecture & Construction career cluster.

03.05 Identify the level of training and education required for careers in the Architecture & Construction career cluster.

03.06 Research a career in the Architecture & Construction career cluster and present findings to the class.

03.07 Apply math, science, and reading skills in the completion of a project or activity related to the Architecture & Construction career cluster.

04.0 Identify and explore careers in the Arts, A/V Technology & Communication cluster – the student will be able to:

04.01 Identify the pathways in the Arts, A/V Technology & Communication career cluster and the careers in each pathway.

04.02 Describe the types of places that employ individuals who have careers in the Arts, A/V Technology & Communication career cluster.

04.03 Describe the variety of tasks performed by individuals who have careers in the Arts, A/V Technology & Communication career cluster.

04.04 List the skills, abilities, and talents needed for careers in the Arts, A/V Technology & Communication career cluster.

04.05 Identify the level of training and education required for careers in the Arts, A/V Technology & Communication career cluster.

04.06 Research a career in the Arts, A/V Technology & Communication career cluster and present findings to the class.

04.07 Apply math, science, and reading skills in the completion of a project or activity related to the Arts, A/V Technology & Communication career cluster.

05.0 Identify and explore careers in the Business, Management & Administration cluster – the student will be able to:

05.01 Identify the pathways in the Business, Management & Administration career cluster and the careers in each pathway.

05.02 Describe the types of places that employ individuals who have careers in the Business Management & Administration career cluster.

05.03 Describe the variety of tasks performed by individuals who have careers in the Business Management & Administration career cluster.

05.04 List the skills, abilities, and talents needed for careers in the Business Management & Administration career cluster.

05.05 Identify the level of training and education required for careers in the Business Management & Administration career cluster.

05.06 Research a career in the Business Management & Administration career cluster and present findings to the class.

05.07 Apply math, science, and reading skills in the completion of a project or activity related to the Business Management & Administration career cluster.

CTE Standards and Benchmarks

06.0 Identify and explore careers in the Education & Training cluster – the student will be able to:

06.01 Identify the pathways in the Education & Training career cluster and the careers in each pathway.

06.02 Describe the types of places that employ individuals who have careers in the Education & Training career cluster.

06.03 Describe the variety of tasks performed by individuals who have careers in the Education & Training career cluster.

06.04 List the skills, abilities, and talents needed for careers in the Education & Training career cluster.

06.05 Identify the level of training and education required for careers in the Education & Training career cluster.

06.06 Research a career in the Education & Training career cluster and present findings to the class.

06.07 Apply math, science, and reading skills in the completion of a project or activity related to the Education & Training career cluster.

07.0 Identify and explore careers in the Energy cluster – the student will be able to:

07.01 Identify the pathways in the Energy career cluster and the careers in each pathway.

07.02 Describe the types of places that employ individuals who have careers in the Energy career cluster.

07.03 Describe the variety of tasks performed by individuals who have careers in the Energy career cluster.

07.04 List the skills, abilities, and talents needed for careers in the Energy career cluster.

07.05 Identify the level of training and education required for careers in the Energy career cluster.

07.06 Research a career in the Energy career cluster and present findings to the class.

07.07 Apply math, science, and reading skills in the completion of a project or activity related to the Energy career cluster.

08.0 Identify and explore careers in the Finance cluster – the student will be able to:

08.01 Identify the pathways in the Finance career cluster and the careers in each pathway.

08.02 Describe the types of places that employ individuals who have careers in the Finance career cluster.

08.03 Describe the variety of tasks performed by individuals who have careers in the Finance career cluster.

08.04 List the skills, abilities, and talents needed for careers in the Finance career cluster.

08.05 Identify the level of training and education required for careers in the Finance career cluster.

08.06 Research a career in the Finance career cluster and present findings to the class.

CTE Standards and Benchmarks

08.07 Apply math, science, and reading skills in the completion of a project or activity related to the Finance career cluster.

09.0 Identify and explore careers in the Government & Public Administration cluster – the student will be able to:

09.01 Identify the pathways in the Government & Public Administration career cluster and the careers in each pathway.

09.02 Describe the types of places that employ individuals who have careers in the Government & Public Administration career cluster.

09.03 Describe the variety of tasks performed by individuals who have careers in the Government & Public Administration career cluster.

09.04 List the skills, abilities, and talents needed for careers in the Government & Public Administration career cluster.

09.05 Identify the level of training and education required for careers in the Government & Public Administration career cluster.

09.06 Research a career in the Government & Public Administration career cluster and present findings to the class.

09.07 Apply math, science, and reading skills in the completion of a project or activity related to the Government & Public Administration career cluster.

10.0 Identify and explore careers in the Health Science cluster – the student will be able to:

10.01 Identify the pathways in the Health Science career cluster and the careers in each pathway.

10.02 Describe the types of places that employ individuals who have careers in the Health Science career cluster.

10.03 Describe the variety of tasks performed by individuals who have careers in the Health Science career cluster.

10.04 List the skills, abilities, and talents needed for careers in the Health Science career cluster.

10.05 Identify the level of training and education required for careers in the Health Science career cluster.

10.06 Research a career in the Health Science career cluster and present findings to the class.

10.07 Apply math, science, and reading skills in the completion of a project or activity related to the Health Science career cluster.

11.0 Identify and explore careers in the Hospitality & Tourism cluster – the student will be able to:

11.01 Identify the pathways in the Hospitality & Tourism career cluster and the careers in each pathway.

11.02 Describe the types of places that employ individuals who have careers in the Hospitality & Tourism career cluster.

11.03 Describe the variety of tasks performed by individuals who have careers in the Hospitality & Tourism career cluster.

11.04 List the skills, abilities, and talents needed for careers in the Hospitality & Tourism career cluster.

11.05 Identify the level of training and education required for careers in the Hospitality & Tourism career cluster.

CTE Standards and Benchmarks

11.06 Research a career in the Hospitality & Tourism career cluster and present findings to the class.

11.07 Apply math, science, and reading skills in the completion of a project or activity related to the Hospitality & Tourism career cluster.

12.0 Identify and explore careers in the Human Services cluster – the student will be able to:

12.01 Identify the pathways in the Human Services career cluster and the careers in each pathway.

12.02 Describe the types of places that employ individuals who have careers in the Human Services career cluster.

12.03 Describe the variety of tasks performed by individuals who have careers in the Human Services career cluster.

12.04 List the skills, abilities, and talents needed for careers in the Human Services career cluster.

12.05 Identify the level of training and education required for careers in the Human Services career cluster.

12.06 Research a career in the Human Services career cluster and present findings to the class.

12.07 Apply math, science, and reading skills in the completion of a project or activity related to the Human Services career cluster.

13.0 Identify and explore careers in the Information Technology cluster – the student will be able to:

13.01 Identify the pathways in the Information Technology career cluster and the careers in each pathway.

13.02 Describe the types of places that employ individuals who have careers in the Information Technology career cluster.

13.03 Describe the variety of tasks performed by individuals who have careers in the Information Technology career cluster.

13.04 List the skills, abilities, and talents needed for careers in the Information Technology career cluster.

13.05 Identify the level of training and education required for careers in the Information Technology career cluster.

13.06 Research a career in the Information Technology career cluster and present findings to the class.

13.07 Apply math, science, and reading skills in the completion of a project or activity related to the Information Technology career cluster.

14.0 Identify and explore careers in the Law, Public Safety & Security cluster–The student will be able to:

14.01 Identify the pathways in the Law, Public Safety & Security career cluster and the careers in each pathway.

14.02 Describe the types of places that employ individuals who have careers in the Law, Public Safety & Security career cluster.

14.03 Describe the variety of tasks performed by individuals who have careers in the Law, Public Safety & Security career cluster.

14.04 List the skills, abilities, and talents needed for careers in the Law, Public Safety & Security career cluster.

CTE Standards and Benchmarks

14.05 Identify the level of training and education required for careers in the Law, Public Safety & Security career cluster.

14.06 Research a career in the Law, Public Safety & Security career cluster and present findings to the class.

14.07 Apply math, science, and reading skills in the completion of a project or activity related to the Law, Public Safety & Security career cluster.

15.0 Identify and explore careers in the Manufacturing cluster – the student will be able to:

15.01 Identify the pathways in the Manufacturing career cluster and the careers in each pathway.

15.02 Describe the types of places that employ individuals who have careers in the Manufacturing career cluster.

15.03 Describe the variety of tasks performed by individuals who have careers in the Manufacturing career cluster.

15.04 List the skills, abilities, and talents needed for careers in the Manufacturing career cluster.

15.05 Identify the level of training and education required for careers in the Manufacturing career cluster.

15.06 Research a career in the Manufacturing career cluster and present findings to the class.

15.07 Apply math, science, and reading skills in the completion of a project or activity related to the Manufacturing career cluster.

16.0 Identify and explore careers in the Marketing, Sales & Service cluster – the student will be able to:

16.01 Identify the pathways in the Marketing, Sales & Service career cluster and the careers in each pathway.

16.02 Describe the types of places that employ individuals who have careers in the Marketing, Sales & Service career cluster.

16.03 Describe the variety of tasks performed by individuals who have careers in the Marketing, Sales & Service career cluster.

16.04 List the skills, abilities, and talents needed for careers in the Marketing, Sales & Service career cluster.

16.05 Identify the level of training and education required for careers in the Marketing, Sales & Service career cluster.

16.06 Research a career in the Marketing, Sales & Service career cluster and present findings to the class.

16.07 Apply math, science, and reading skills in the completion of a project or activity related to the Marketing, Sales & Service career cluster.

17.0 Identify and explore careers in Engineering and Technology Education – the student will be able to:

17.01 Identify the pathways in Engineering and Technology Education.

17.02 Describe the types of places that employ individuals who have careers in Engineering and Technology Education.

17.03 Describe the variety of tasks performed by individuals who have careers in Engineering and Technology Education.

CTE Standards and Benchmarks

17.04 List the skills, abilities, and talents needed for careers in Engineering and Technology Education.

17.05 Identify the level of training and education required for careers in Engineering and Technology Education.

17.06 Research a career in Engineering and Technology Education and present findings to the class.

17.07 Apply math, science, and reading skills in the completion of a project or activity related to the Engineering and Technology Education.

18.0 Identify and explore careers in the Transportation & Logistics cluster – the student will be able to:

18.01 Identify the pathways in the Transportation & Logistics career cluster and the careers in each pathway.

18.02 Describe the types of places that employ individuals who have careers in the Transportation & Logistics career cluster.

18.03 Describe the variety of tasks performed by individuals who have careers in the Transportation & Logistics career cluster.

18.04 List the skills, abilities, and talents needed for careers in the Transportation & Logistics career cluster.

18.05 Identify the level of training and education required for careers in the Transportation & Logistics career cluster.

18.06 Research a career in the Transportation & Logistics career cluster and present findings to the class.

18.07 Apply math, science, and reading skills in the completion of a project or activity related to the Transportation & Logistics career cluster.

19.0 Describe leadership skills – the student will be able to:

19.01 Identify the Career and Technical Student Organization(s) that are appropriate for CTE programs in each of the career clusters.

19.02 Describe the leadership opportunities available to members of the CTSOs identified above.

19.03 Investigate the CTSOs at your school and/or in your school district (e.g., membership requirements, dues, activities, events).

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.

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 Florida Technology Student Association (FL-TSA) is the intercurricular career and technical student organization for 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.

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.

Florida Department of Education
Curriculum Framework

Program Title: Parenting Skills
Program Type: Non Career Preparatory
Career Cluster: Human Services

Secondary – Non Career Preparatory

Program Number	8500300
CIP Number	09200113PA
Grade Level	9-12
Standard Length	.5 credit
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

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 the Human Services career cluster; 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 Human Services career cluster.

The content includes but is not limited to parenting roles and responsibilities; nurturing and protective environments for children; positive parenting strategies; effective communication in parent/child relationships; multicultural diversity and trends in technology.

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
8500300	Parenting Skills	E CHILD ED @0 PRIMARY ED@B PK PRIMARY H FAM CON SC 1 PRESCH ED L	.5	2	

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

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
Course #1	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
Course #1	0/67 **	0/75 **	0/54 **	0/49 **	0/48 **	0/45 **	0/45 **

** Alignment pending review

Alignment attempted, but no correlation to academic course

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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 Analyze and evaluate parenting roles and responsibilities.
- 02.0 Define self-esteem and relate it to self-image and behaviors in both parents and children.
- 03.0 Define and explain a nurturing and protective environment for children.
- 04.0 Describe positive parenting skills in guiding children's behavior at different stages (including the special needs child).
- 05.0 Emphasize the importance of effective communication in parent/child relationships.
- 06.0 Identify and summarize family and community support systems.
- 07.0 Describe parenting issues and concerns.
- 08.0 Demonstrate an awareness of the diversity of today's family unit.
- 09.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children.
- 10.0 Relate current trends and technological advances to the parenting process.
- 11.0 Demonstrate leadership and organizational skills.
- 12.0 Analyze recent trends/developments in brain research.

Florida Department of Education
Student Performance Standards

Course Title: Parenting Skills
Course Number: 8500300
Course Credit: .5

Course Description:

The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and to understand the dual roles of males and females as parents and wage earners. This course will also enhance their abilities to assist children to become effective citizens in a multicultural and technological society.

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
01.0 Analyze and evaluate parenting roles and responsibilities. – The student will be able to:		
01.01 Define parenting and related terminology.		
01.02 Describe the myths and realities of parenthood.		
01.03 Analyze the positive and negative reasons for having children.		
01.04 Evaluate the financial impact of rearing children.		
01.05 Describe characteristics of nurturing parents and family members.		
01.06 Assess the roles, responsibilities and rewards involved in being an effective parent.		
01.07 Compare and contrast parenting styles such as democratic, permissive and authoritarian.		
01.08 Determine the attitudes and characteristics that would indicate personal readiness for parenthood.		
02.0 Define self-esteem and relate it to self-image and behaviors in both parents and children. – The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
02.01 Define self-esteem.		
02.02 Analyze the characteristics of people with both high and low self-esteem.		
02.03 Discuss how positive self-esteem affects children throughout the developmental stages.		
02.04 Develop strategies to encourage high self-esteem in children throughout developmental stages.		
02.05 Analyze factors that have a negative impact on a child's self-esteem.		
02.06 List and discuss activities, clubs, sports, etc. and their impact on children's and parent's self-esteem.		
03.0 Define and explain a nurturing and protective environment for children. – The student will be able to:		
03.01 Define and explain the meaning of a nurturing and protective environment.		
03.02 Identify the developmental stages of children (physical, social, emotional and intellectual).		
03.03 Demonstrate an awareness of appropriate physical care of children including bathing, feeding, dressing, and health routines.		
03.04 Identify and discuss factors that would enhance or impede positive parenting and family relationships (to include divorce, death, HIV/AIDS, latchkey children, drugs, and suicide).		
03.05 Define child abuse and neglect and differentiate between the types of child abuse and neglect.		
03.06 Describe the influence of personal and environmental factors that can result in child abuse.		
03.07 Define Shaken Baby Syndrome.		
03.08 Assess the skills needed for parenting children with special needs or who are at risk.		
03.09 Explain ways to assist children in managing stress.		
03.10 Devise strategies that will assist parents in becoming involved in their children's education at home and at school.		
03.11 Evaluate factors to consider when selecting child care.		
04.0 Describe positive parenting skills in guiding children's behavior at different stages (including the special needs child). – The student will be able to:		
04.01 Identify and discuss positive parenting skills.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
04.02 Distinguish between responsible and irresponsible behavior in children at different developmental stages.		
04.03 Define and explain: discipline, punishment, and guidance.		
04.04 Outline acceptable methods of guidance used to modify behavior in a child.		
05.0 Emphasize the importance of effective communication in parent/child relationships. – The student will be able to:		
05.01 Define effective communication and relate it to a child's social, emotional, and intellectual development.		
05.02 Discuss the importance of openness and truthfulness in parent/child communication.		
05.03 Differentiate between positive and negative communication between parent and child.		
05.04 Compile a list of effective methods used to encourage parent/child communication.		
06.0 Identify and summarize family and community support systems. – The student will be able to:		
06.01 Prepare a list of community resources available to families and summarize their services.		
06.02 Research and report on state and federal resources that provide support for families.		
07.0 Describe parenting issues and concerns. – The student will be able to:		
07.01 Analyze the influences of television and other media on the family.		
07.02 Develop and analyze a list of social problems that affect parenting.		
07.03 Identify responsibilities and concerns relative to teen parenting.		
08.0 Demonstrate an awareness of the diversity of today's family unit. – The student will be able to:		
08.01 Describe factors that cause diversity in families.		
08.02 Compare the differences between lifestyles of today and the past.		
08.03 Analyze ways of strengthening families that are diverse.		
09.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children. – The student will be able to:		
09.01 Define family, multicultural and ethnic diversity.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
09.02	Define cultural bias, stereotypes and prejudices and determine how each limits and/or interferes with effective parenting.		
09.03	Analyze and determine similarities and differences among multicultural families.		
09.04	Develop strategies to help families assimilate into a new and different cultural environment.		
09.05	Determine ways parents can assist their children in distinguishing between truths and myths regarding other cultures.		
10.0	Relate current trends and technological advances to the parenting process. – The student will be able to:		
10.01	Compile a list of current trends and new technology and discuss their relationship to the parenting process.		
10.02	Devise methods of keeping abreast of current trends and new technology that impact parenting.		
10.03	Research and report on adaptive tools and equipment used by children with special needs.		
10.04	Demonstrate an awareness of how new technology and adaptive tools and equipment can be used to enhance parenting.		
11.0	Demonstrate leadership and organizational skills. – The student will be able to:		
11.01	Identify vocational youth organizations related to family life.		
11.02	Determine purposes and functions of vocational youth organizations.		
11.03	Explain roles and responsibilities of members and work cooperatively as a group member to achieve organizational goals.		
11.04	Demonstrate confidence in leadership roles and organizational responsibilities.		
11.05	Demonstrate commitment to achieve organizational goals.		
11.06	Develop a personal growth project.		
11.07	Weigh competitive events for vocational youth organizations.		
12.0	Analyze recent trends/developments in brain research – the student will be able to:		
12.01	Conduct a study of brain research as it relates to the development of the brain from 0-6 years, using various forms of media, including magazines, books, and the internet. Summarize findings.		
12.02	Explain why the first three years of life are critical to a child's development.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.03 Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development.		
12.04 Using the media center, prepare a list of books and other resources on brain research.		
12.05 Give examples of activities that are age appropriate for ages 0-6.		

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.

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)

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization 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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: Family Dynamics
Program Type: Non Career Preparatory
Career Cluster: Human Services

Secondary – Non Career Preparatory

Program Number	8500345
CIP Number	09200116PA
Grade Level	9-12
Standard Length	.5 credit
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

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 the Human Services career cluster; 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 Human Services career cluster.

The content includes but is not limited to: recognizing the role and importance of the family; formulating skills in preparation for successful adult and family life; studying the family life cycle; developing skills to build and maintain healthy family relationships; addressing current issues that create stress and conflict within the family unit; recognizing the importance of balancing work and family; and evaluating the impact of technological and social forces on the family - past, present, and future.

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
8500345	Family Dynamics	FAM CON SC 1	.5	2	

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

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
Course #1	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
Course #1	0/67 **	0/75 **	0/54 **	0/49 **	0/48 **	0/45 **	0/45 **

** Alignment pending review

Alignment attempted, but no correlation to academic course

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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 Identify concerns adolescents' face regarding their changing bodies as a part of human development, behavior and relationships.
- 02.0 Prepare for adult and family life.
- 03.0 Specify the role and significance of the family.
- 04.0 Examine the major phases in the family life cycle.
- 05.0 Build healthy family relationships.
- 06.0 Develop strategies for managing stress, conflict and crisis.
- 07.0 Assess the importance of balancing work and family.
- 08.0 Evaluate forces that impact the family.
- 09.0 Demonstrate leadership and organizational skills.
- 10.0 Identify recent trends/developments in brain research.

Florida Department of Education
Student Performance Standards

Course Title: Family Dynamics
Course Number: 8500345
Course Credit: .5

Course Description:

The purpose of this course is to prepare students for the roles, responsibilities and relationships essential to functional families and to understand the nature, function, and significance of human relationships within family and individual units.

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
01.0 Identify concerns adolescents face regarding their changing bodies as a part of human development, behavior and relationships. – The student will be able to:		
01.01 Explain why human sexuality is an integral part of development, behavior, and relationship.		
01.02 Define terminology associated with human sexuality.		
01.03 Explain the male and female reproductive systems.		
02.0 Prepare for adult and family life. – The student will be able to:		
02.01 Identify purposes and responsibilities of dating.		
02.02 Specify marriage laws and customs.		
02.03 Develop interpersonal skills.		
02.04 Recognize and prepare for change.		
02.05 Demonstrate knowledge of personal and professional etiquette.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
02.06	Develop awareness of personal identity.		
02.07	Evaluate the effects of values and goals on family life.		
02.08	Demonstrate respect for self and others.		
03.0	Specify the role and significance of the family. – The student will be able to:		
03.01	Generate a definition of family.		
03.02	Research multi-cultural influences on family life.		
03.03	Differentiate the strengths and weakness of diverse family structures.		
03.04	Evaluate the status of the family unit in today's society.		
03.05	Distinguish the historical changes that have occurred within the family.		
03.06	Analyze the functions of family - past, present, and future.		
04.0	Examine the major phases in the family life cycle – the student will be able to:		
04.01	Recognize established family identities and boundaries.		
04.02	Examine established stable patterns that support the family.		
04.03	Identify and describe family legacies and rituals.		
05.0	Build healthy family relationships. – The student will be able to:		
05.01	Demonstrate effective communication skills.		
05.02	Explain the importance of and cite examples of teamwork.		
05.03	Plan family activities that encourage stability and interaction.		
05.04	Apply the decision making process to problem solving.		
05.05	Recognize the components of positive conflict resolution.		
06.0	Develop strategies for managing stress, conflict and crisis. – The student will be able to:		
06.01	Analyze the positive and negative effects of divorce and remarriage on family members.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
06.02 Analyze and develop techniques for coping with aging, illness, death and dying.		
06.03 Plan ways of managing stress, time, and finances.		
06.04 Recognize and develop coping and prevention techniques for peer pressure, suicide, date rape, child abuse and neglect, family violence, and spouse abuse.		
06.05 Identify addictive and destructive behaviors and organize a plan for prevention and rehabilitation.		
06.06 Consider and prepare for the possibility of unemployment, natural disasters, and war.		
07.0 Assess the importance of balancing work and family. – The student will be able to:		
07.01 Analyze the roles and responsibilities of family members as they relate to the dual role family.		
07.02 Describe latchkey children and identify issues and concerns.		
07.03 Identify factors that endanger personal and family safety, and formulate preventive actions.		
07.04 Describe the needs and care requirements of elderly family members.		
07.05 Describe the needs and care requirements of children of working parents.		
07.06 Analyze on site/corporate childcare and its benefits.		
07.07 Research the availability and benefits of shared jobs/flex time.		
08.0 Evaluate forces that impact the family. – The student will be able to:		
08.01 Compare, select and use current technology for the home.		
08.02 Assess the positive and negative effects of the media as it relates to family life.		
08.03 Describe the interrelationship between school and family.		
08.04 Research current laws regarding the family and their effects on member's rights, privileges and responsibilities.		
08.05 Evaluate the cause and effect relationship of the economy on economic independence of families.		
08.06 Assess the impact of family mobility in today's society.		
09.0 Demonstrate leadership and organizational skills. – The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
09.01 Identify professional and youth organizations.		
09.02 Identify purposes and functions of professional and youth organizations.		
09.03 Identify roles and responsibilities of members of professional and youth organizations.		
09.04 Work cooperatively as a group member to achieve organizational goals.		
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.		
09.06 Demonstrate commitment to achieve organizational goals.		
10.0 Identify recent trends/developments in brain research. – The student will be able to:		
10.01 Conduct a study of brain research as it relates to the development of the brain from 0-3 years, using various forms of media, including magazines, books, and the internet. Summarize findings.		
10.02 Explain why the first three years of life are critical to a child's development.		
10.03 Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development.		
10.04 Relate the brain research findings to the care of children ages 0-3 by parents and other caregivers.		
10.05 Give examples of activities that are age appropriate for ages 0-3.		

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.

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)

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization 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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: Family and Consumer Sciences (FACS) Essentials
Program Type: Non Career Preparatory
Career Cluster: Human Services

Secondary – Non Career Preparatory

Program Number	8500365
CIP Number	09200118PA
Grade Level	9-12
Standard Length	1 credit
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

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 the Human Services career cluster; 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 Human Services career cluster.

The content includes but is not limited to food preparation and nutrition, housing, consumer and personal finance, apparel selection and care, parenting skills, healthy relationships, leadership skills, and employability skills.

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
8500365	Family and Consumer Sciences (FACS) Essentials	FAM CON SCI FASH TECH 7 G INT DES 7 G CULINARY 7 G PRESCH ED L	1	2	

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

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8500365	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8500365	0/67 **	0/75 **	0/54 **	0/49 **	0/48 **	0/45 **	0/45 **

** Alignment pending review

Alignment attempted, but no correlation to academic course

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.

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 leadership skills.
- 02.0 Demonstrate food preparation and nutrition knowledge and skills.
- 03.0 Assess trends in consumer and personal finance.
- 04.0 Demonstrate ways to create and manage a comfortable living space.
- 05.0 Analyze apparel decisions for individuals and families.
- 06.0 Demonstrate teamwork and leadership skills in the family, workplace and community.
- 07.0 Demonstrate and understand relationships throughout the life cycle.
- 08.0 Analyze parenting roles across the life span.
- 09.0 Demonstrate employability skills as they relate to careers in family and consumer sciences.

**Florida Department of Education
Student Performance Standards**

Course Title: Family and Consumer Sciences (FACS) Essentials
Course Number: 8500365
Course Credit: 1

Course Description:

The purpose of this course is to prepare students for life through leadership roles, positive relationships, managing living spaces, financial literacy, nutrition, meal planning and preparation, parenting responsibilities, personal and professional etiquette and dress, and employability skills. By the end of this course, students will have the knowledge needed to be an independent and productive world citizen.

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
01.0	Demonstrate leadership skills. -- The student will be able to:		
01.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.		
01.02	Work cooperatively as a group member to achieve organizational goals.		
01.03	Demonstrate leadership roles and organizational responsibilities.		
01.04	Identify and utilize the FCCLA planning process.		
01.05	Discuss the establishment and history of the FCCLA organization.		
02.0	Demonstrate food preparation and nutrition knowledge and skills. -- The student will be able to:		
02.01	Assess the need for meal planning on the basis of a changing lifestyle.		
02.02	Practice the basic concepts of meal planning and food preparation.		
02.03	Practice proper measurement techniques.		
02.04	Identify safety and sanitation procedures utilized in the kitchen.		

02.05	Use comparative shopping techniques to plan a meal.		
02.06	Understand the trends in food sources related to the social and psychological aspects of the family, community and the world.		
02.07	Identify nutrient deficiencies and/or excesses and the impact on personal wellness.		
02.08	Interpret current USDA dietary guidelines and food nutrition labels to plan daily food choices and maintain wellness.		
02.09	Assess current technology dealing with meal planning and the purchasing of food.		
02.10	Identify and evaluate food preparation tools and equipment on the basis of function, convenience, safety, and cost.		
03.0	Assess trends in consumer and personal finance. -- The student will be able to:		
03.01	Identify needs versus wants.		
03.02	Explore current technology in the banking industry, such as record keeping, managing resources, and electronic money transactions.		
03.03	Identify services, functions and fees of financial institutions.		
03.04	Prepare a budget using financial literacy and money management strategies.		
03.05	Identify the components of a paycheck and explain payroll deductions.		
03.06	Explain the difference between gross and net income.		
03.07	Analyze the concept of identity theft, fraud and privacy issues with on-line banking, purchasing and various forms of solicitation.		
03.08	Differentiate the types, sources and uses of credit and its impact on credit scores.		
03.09	Explain the basic principles of taxation.		
03.10	Research various transportation options.		
03.11	Research the various types of insurance needs (e.g., home, rental, auto, life, medical, etc.).		
04.0	Demonstrate ways to create and manage a comfortable living space. -- The student will be able to:		
04.01	Identify, compare and contrast a variety of available housing options.		
04.02	Demonstrate ecological awareness by recycling, reusing, reducing supplies and materials and exploring the use of energy efficient resources.		
04.03	Demonstrate responsible decision making strategies when purchasing new or used technology for the living space.		

04.04	Understand obligations of renting/owning a living space.		
04.05	Recognize the importance of preventative maintenance in the living space.		
04.06	Create and present a project using elements and principles of design.		
05.0	Analyze apparel decisions for individuals and families. -- The student will be able to:		
05.01	Evaluate textiles and fabrics, including natural and manufactured fibers		
05.02	Assess clothing purchasing options by using personal and family resources.		
05.03	Analyze alternate methods of retail shopping for clothing needs such as television, catalogs, and on-line services.		
05.04	Demonstrate knowledge in selecting appropriate wardrobe for various occasions.		
05.05	Identify various techniques for clothing care.		
05.06	Analyze design, retail, and manufacturing trends within the clothing industry.		
06.0	Demonstrate teamwork and leadership skills in the family, workplace, and community. -- The student will be able to:		
06.01	Identify purposes, functions, roles and responsibilities of members of professional and youth organizations, including career and technical student organizations.		
06.02	Work cooperatively as a group member to demonstrate leadership in achieving organizational goals.		
06.03	Demonstrate leadership roles and organizational responsibilities.		
06.04	Discuss the establishment and history of the FCCLA organization.		
07.0	Demonstrate and understand relationships throughout the life cycle. -- The student will be able to:		
07.01	Distinguish between the types of communication, i.e., social media, texting, nonverbal, etc.		
07.02	Demonstrate effective communication skills that promote positive self-esteem.		
07.03	Analyze the impact of technology on family and peer relationships.		
07.04	Recognize signs of unhealthy relationships and identify community resources for assistance.		
07.05	Identify the purposes and responsibilities of dating.		
07.06	Recognize the components of positive conflict resolution.		
07.07	Demonstrate coping techniques for stress management.		

07.08	Demonstrate knowledge of personal and professional etiquette.		
08.0	Analyze parenting roles across the life span. -- The student will be able to:		
08.01	Define parenting and discuss the expectations of parenthood.		
08.02	Analyze and evaluate parenting roles and responsibilities.		
08.03	Understand individual responsibilities throughout the family life cycle.		
08.04	Determine strategies for successfully combining work and family roles.		
08.05	Explain cultural difference and roles and responsibilities of parenting.		
08.06	Identify criteria for selecting care and services for children.		
09.0	Demonstrate employability skills as they relate to careers in family and consumer sciences. -- The student will be able to:		
09.01	Research a job, create a resume, complete an application and write a follow-up letter.		
09.02	Practice employability and soft skills, using a positive work ethic.		
09.03	Demonstrate effective interviewing skills.		
09.04	Identify the benefits of managing time.		
09.05	Design a plan for setting short-term and long-term personal goals.		
09.06	Demonstrate decision making and problem solving processes and techniques used in the workplace.		
09.07	Research careers in family and consumer sciences and related fields.		

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.

Special Notes

This course is designed for one year with a possible exit at the semester and may be taught in a non-sequential order.

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)

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization 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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: Life Management Skills
Program Type: Non Career Preparatory
Career Cluster: Human Services

Secondary – Non Career Preparatory

Program Number	8502000
CIP Number	0920010600
Grade Level	9-12
Standard Length	.5 credit
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA

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 the Human Services career cluster; 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 Human Services career cluster.

The content includes but is not limited to positive emotional, social, physical, and intellectual development of the individual; marriage and skill based relationship education; family and community; consumer education; nutrition; cardiopulmonary resuscitation (CPR); hazards of smoking; substance education; breast and testicular self-examination and cancer detection; human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and other sexually transmitted diseases; and benefits of sexual abstinence, and consequences of teenage pregnancy.

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
8502000	Life Management Skills	REG NURSE 7G PRAC NURSE @7 %7%G FAM CON SC 1 HEALTH 6	.5	2	

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

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8502000	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8502000	0/67 **	0/75 **	0/54 **	0/49 **	0/48 **	0/45 **	0/45 **

** Alignment pending review

Alignment attempted, but no correlation to academic course

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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 skills contributing to positive emotional development and effective marriage and personal relationships.
- 02.0 Integrate responsible consumer decisions and management techniques to enhance the quality of personal and family life.
- 03.0 Apply principles of nutrition to food choices.
- 04.0 Perform first-aid for foreign body airway obstruction (FBAO) and cardiopulmonary resuscitation (CPR).
- 05.0 Determine the physical, mental, emotional, social, economic, and legal consequences of use, misuse and abuse of tobacco, alcohol and drugs on the individual, family, and community.
- 06.0 Identify the self-examination procedures used for breast and testicular cancer detection.
- 07.0 Recognize the effects of human immunodeficiency virus (HIV) acquired immunodeficiency syndrome and sexually transmitted diseases (STDs) and assess their consequences on the individual, family, and community.
- 08.0 Identify the benefits of sexual abstinence and consequences of teenage pregnancy.
- 09.0 Discuss parenting roles and responsibilities.
- 10.0 Demonstrate leadership and organizational skills.

Florida Department of Education
Student Performance Standards

Course Title: Life Management Skills
Course Number: 8502000
Course Credit: .5

Course Description:

The purpose of this course is to prepare students for the roles, responsibilities and relationships essential to functional families and to understand the nature, function, and significance of human relationships within family and individual units.

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
01.0 Demonstrate skills contributing to positive emotional development and effective marriage and personal relationships. – The student will be able to:		
01.01 Consider the effects of self-esteem on personal development.		
01.02 Demonstrate effective communication skills.		
01.03 Identify attitudes and behaviors for establishing and maintaining interpersonal relationships.		
01.04 Develop strategies for conflict resolution.		
01.05 Determine the effect of personal relationship skills on the individual, family, and community.		
01.06 Design a plan for setting personal goals.		
01.07 Incorporate decision-making skills into personal development.		
01.08 Assess coping techniques for stress management.		
01.09 Analyze the symptoms of suicide and apply intervention techniques.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
02.0 Integrate responsible consumer decisions and management techniques to enhance the quality of personal and family life. – The student will be able to:		
02.01 Interpret consumer rights and responsibilities.		
02.02 Evaluate advertising techniques.		
02.03 Identify the components of a paycheck and explain payroll deductions in relation to income tax.		
02.04 Develop a plan for resource management.		
02.05 Implement the procedures for establishing and maintaining checking and savings accounts.		
02.06 Analyze the types, sources and uses of credit.		
03.0 Apply principles of nutrition to food choices. – The student will be able to:		
03.01 Identify dietary guidelines that promote and maintain good health.		
03.02 Describe the functions and food sources of essential nutrients.		
03.03 Plan nutritious meals and snacks using the food pyramid.		
03.04 Evaluate food labeling.		
03.05 Analyze signs and symptoms of eating disorders.		
04.0 Perform first-aid for foreign body airway obstruction (FBAO) and cardiopulmonary resuscitation (CPR). – The student will be able to:		
04.01 Demonstrates emergency relief on a person with an obstructed airway.		
04.02 Demonstrate one-rescuer cardiopulmonary resuscitation (CPR).		
05.0 Determine the physical, mental, emotional, social, economic and legal consequences of use, misuse and abuse of tobacco, alcohol and drugs on the individual, family and community. – The student will be able to:		
05.01 Analyze reasons for legal and illegal substance use, misuse and abuse and identify possible alternatives.		
05.02 Evaluate the effects that legal and illegal substance use, misuse and abuse can have on the individual, family and community.		
05.03 Evaluate the legal ramifications of substance abuse.		
05.04 Identify community agencies where help is available for substance abusers and victims of substance abuse.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
06.0	Identify the self-examination procedures used for breast and testicular cancer detection. – The student will be able to:		
06.01	Identify the signs and symptoms of cancer.		
06.02	Explain self-examination procedures for breast and testicular cancer.		
07.0	Recognize the effects of human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and sexually transmitted diseases (STDs) and assess their consequences on the individual, family and community. – The student will be able to:		
07.01	Identify the ways in which HIV, AIDS, and other STDs can be contracted and prevented.		
07.02	Identify the signs and symptoms of HIV, AIDS, and other STDs.		
07.03	Analyze the individual's responsibility for a healthy lifestyle that reduces the risk of HIV, AIDS, and STDs.		
07.04	Identify community agencies where accurate information about HIV, AIDS and other STDs is available.		
08.0	Identify the benefits of sexual abstinence and consequences of teenage pregnancy. – The student will be able to:		
08.01	Identify the benefits of sexual abstinence.		
08.02	Identify the consequences of teenage pregnancy.		
09.0	Discuss parenting roles and responsibilities. – The student will be able to:		
09.01	Define parenting.		
09.02	Describe the expectations of parenthood.		
09.03	Identify real world responsibilities/skills needed by parents.		
09.04	Determine how conflict resolution/communication can be used within a parenting situation.		
10.0	Demonstrate leadership and organizational skills. – The student will be able to:		
10.01	Identify professional and youth organizations.		
10.02	Identify purposes and functions of professional and youth organizations.		
10.03	Identify roles and responsibilities of members of professional and youth organizations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.04 Work cooperatively as a group member to achieve organizational goals.		
10.05 Demonstrate confidence in leadership roles and organizational responsibilities.		
10.06 Demonstrate commitment to achieve organizational 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.

Special Notes

Targeted goals are written in accordance with Florida Statute 1003.43 general requirements for high school graduation/life management skills. The framework reflects the philosophy of family and consumer sciences.

Activities may provide opportunities to utilize equipment such as, CPR mannequins, human anatomy models, computers, a television and VCR/DVD player, and equipment in the food laboratory.

The concept of management is an integral part of the course and should be reflected in the facility, equipment, instructional materials and learning experiences.

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)

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization 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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: Dry Cleaning and Laundering
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory

Program Number	8733000
CIP Number	0619099900
Grade Level	9-12
Standard Length	3 credits
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA
SOC Codes (all applicable)	51-6011 Laundry and Dry-cleaning workers

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 the Human Services career cluster; 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as laundry and dry-cleaning machine operators (SOC 51-6011), laundry and dry cleaning workers (SOC 51-6011), spotters (SOC 51-6011), leather cleaners, all-around pressers (SOC 51-6021), and hand pressers (SOC 51-6021).

The content includes but is not limited to communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and skills needed to operate and manage dry cleaning plants including receiving, cleaning, repairing and returning garments to customers.

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 occupational completion point.

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:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8733010	Dry Cleaning and Laundering 1	DRY CLEAN 7 G FAB MAINT @7 7G	1 credit	51-6011	2	
	8733020	Dry Cleaning and Laundering 2		1 credit		2	
	8733030	Dry Cleaning and Laundering 3		1 credit		2	

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

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8733010	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **
8733020	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **
8733030	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8733010	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **
8733020	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **
8733030	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **

** Alignment pending review

Alignment attempted, but no correlation to academic

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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.

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

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 understanding of procedures of orientation and safety.
- 02.0 Use and maintain spotting equipment and tools.
- 03.0 Identify fibers and fabrics.
- 04.0 Identify and test fabric and dyestuffs.
- 05.0 Demonstrate understanding of chemicals and formulas.
- 06.0 Identify stains.
- 07.0 Remove stains.
- 08.0 Explain properties and uses of petroleum and synthetic solvents.
- 09.0 Operate synthetic washer-extractors.
- 10.0 Operate reclaiming tumblers.
- 11.0 Operate filters.
- 12.0 Demonstrate troubleshooting skills.
- 13.0 Understand proper operation of stills.
- 14.0 Operate pumps at maximum efficiency.
- 15.0 Clean garments.
- 16.0 Perform routine maintenance.
- 17.0 Adjust and operate utility pressers.
- 18.0 Adjust and operate mushroom and automatic pants topper.
- 19.0 Adjust and operate automatic leggers.
- 20.0 Operate form finishers.
- 21.0 Finish slacks and shirts.
- 22.0 Finish coats.
- 23.0 Finish trousers.
- 24.0 Finish dresses.
- 25.0 Finish children's garments.
- 26.0 Finish pleats and knitted garments.
- 27.0 Finish silk.
- 28.0 Inspect garments.

**Florida Department of Education
Student Performance Standards**

Course Title: Dry Cleaning and Laundering 1
Course Number: 8733010
Course Credit: 1

Course Description:

This course will include orientation on safety, spotting, stain removal and employability skills.

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
01.0 Demonstrate understanding of procedures of orientation and safety. – The student will be able to:		
01.01 Define objectives of the course.		
01.02 Explain safety procedures.		
01.03 Explain school/class procedures.		
01.04 Explain the control limitations.		
01.05 Check the basket for burrs and pins.		
01.06 Demonstrate the ability to adjust the loading doors.		
01.07 Define faulty pump.		
02.0 Use and maintain spotting equipment and tools.– The student will be able to:		
02.01 Identify the spotter's equipment and tools.		
02.02 Utilize the spotter's equipment and tools.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
02.03 Provide a written list of tools and equipment		
03.0 Identify fibers and fabrics.– The student will be able to:		
03.01 Identify fibers and fabrics.		
03.02 Explain methods of fabric construction.		
03.03 Explain the characteristics of fibers.		
03.04 Demonstrate burning tests for fiber content.		
04.0 Identify and test fabrics and dyestuffs. – The student will be able to:		
04.01 Identify dyestuffs.		
04.02 Explain the composition of dyestuffs.		
04.03 Determine proper cleaning procedure for fabrics and dyes.		
05.0 Demonstrate understanding of chemicals and formulas. – The student will be able to:		
05.01 Explain the chemical properties of a formula and its effect on fabrics.		
05.02 Provide a written list of formulas used in spotting.		
05.03 Provide a written list of spotting agents.		
06.0 Identify stains. – The student will be able to:		
06.01 Define methods of stain identification.		
06.02 Provide a written list of the various methods of stain identification.		
07.0 Remove stains. – The student will be able to:		
07.01 Identify a stain.		
07.02 Demonstrate methods for removing stains.		
08.0 Explain properties and uses of petroleum and synthetic solvents. – The student will be able to:		
08.01 Write a brief history on the development of petroleum solvent.		

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
08.02 Provide a written list of the methods for refining petroleum solvents.		
08.03 Write the specifications for petroleum solvents.		
08.04 Provide a written list of the properties of a synthetic solvent.		
08.05 Provide a written list of the methods for making a synthetic solvent.		

**Florida Department of Education
Student Performance Standards**

Course Title: Dry Cleaning and Laundering 2
Course Number: 8733020
Course Credit: 1

Course Description:

This course provides instruction and laboratory experience in operation of dry cleaning and laundry machines.

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
09.0 Operate synthetic washer-extractors. – The student will be able to:		
09.01 Demonstrate the ability to set controls on the machine.		
09.02 Demonstrate the ability to load the machine with solvent.		
09.03 Demonstrate the ability to operate a machine manually.		
10.0 Operate reclaiming tumblers. – The student will be able to:		
10.01 Safely operate a tumbler.		
10.02 Demonstrate the ability to control the temperature on a tumbler.		
10.03 Demonstrate the ability to operate a drying cabinet.		
11.0 Operate filters. – The student will be able to:		
11.01 Demonstrate the ability to operate filters.		
11.02 Explain the operation of cookers and stills.		
11.03 Explain filter maintenance methods.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
12.0 Demonstrate troubleshooting skills. – The student will be able to:		
12.01 Explain the use of the filter pressure gauge.		
12.02 Explain plugged screens, tubes or bags.		
12.03 Steam clean and boil screens, tubes, or cleaning bags.		
12.04 Describe in writing the properties of a distilling solvent.		
12.05 Exhibit the ability to operate the pump on a filter.		
13.0 Understand proper operation of stills. – The student will be able to:		
13.01 Explain the causes for slow-down in distilling solvent.		
13.02 List factors of a worn out pump.		
13.03 Explain vacuum leak.		
13.04 Explain a steam or water leak.		
13.05 Define vacuum still pressure.		
13.06 Explain how to clean dirty heating tubes.		
13.07 Determine a faulty steam trap.		
13.08 Diagnose an odor in a distilled solvent.		
14.0 Operate pumps at maximum efficiency. – The student will be able to:		
14.01 Demonstrate the reducing or no flow of solvent.		
14.02 Define the loss of pump prime.		
14.03 Identify position of the valve in either a suction or discharge line.		
14.04 Determine the clogged strainers in suction lines.		
14.05 Determine the solvent level in tanks below the pump lines.		
14.06 Explain a slipping pump drive belt.		
14.07 Explain a pressure relief valve, open on gear pumps.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.08 Explains lint build up on the impeller in the pump.		
15.0 Clean garments. – The student will be able to:		
15.01 Demonstrate understanding of causes for excessive redeposit.		
15.02 Explain insufficient filter flow rate.		
15.03 Define improper garment classification.		
15.04 Explain dissolved garment classification.		
15.05 Define causes for excessive oils or greases in solvents.		
15.06 Write causes for wrinkles occurring in dry-cleaning.		
15.07 Diagnose causes for garment streaks, slow drying, or spotting rings.		
15.08 Determine the reason for objectionable odors.		
15.09 Define bleeding of dyes.		
15.10 Describe dye or soil pick-up in local areas.		
15.11 Explain restoration procedures of insoluble soil.		
15.12 Demonstrate the method for softening plastic-coated fabrics.		
16.0 Perform routine maintenance. – The student will be able to:		
16.01 Determine causes of machine malfunction.		
16.02 Perform preventative maintenance.		
16.03 Perform shop housekeeping duties.		
16.04 Explain and demonstrate proper handling and storage of flammable and/or toxic materials.		

**Florida Department of Education
Student Performance Standards**

Course Title: Dry Cleaning and Laundering 3
Course Number: 8733030
Course Credit: 1

Course Description:

This course will provide instruction and laboratory experience in operation of pressing and finishing machines.

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
17.0 Adjust and operate utility pressers. – The student will be able to:		
17.01 Write specifications for the utility press.		
17.02 Demonstrate ability to operate the utility press.		
17.03 Perform maintenance procedure.		
17.04 Demonstrate variable pressure operation.		
17.05 Demonstrate the iron attachment.		
18.0 Adjust and operate mushroom and automatic pants topper. – The student will be able to:		
18.01 State specifications for the topper press.		
18.02 Demonstrate the operation of the pants topper.		
18.03 Explain the timer on an automatic topper press.		
18.04 Demonstrate programmer adjustment procedures on the topper.		
19.0 Adjust and operate automatic leggers. – The student will be able to:		
19.01 State specifications for the automatic legger.		
19.02 Demonstrate the operation of the legger.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
19.03 Define the timer on the legger.		
19.04 Demonstrate the mechanical adjustment of the legger.		
20.0 Operate form finishers. – The student will be able to:		
20.01 List specifications for the form finisher.		
20.02 Exhibit steps for the timer on a form finisher.		
20.03 Demonstrate the operation of the form finisher.		
20.04 Perform the steps for finishing a coat.		
20.05 Perform the steps for finishing a dress.		
21.0 Finish slacks and skirts. – The student will be able to:		
21.01 Demonstrate steps necessary to place back, left hip of slacks on mushroom press.		
21.02 Describe steps necessary to place back, right hip of slacks on mushroom press.		
21.03 Demonstrate steps necessary to place front, right hip of slacks on press.		
21.04 Demonstrate steps necessary to place front, left hip of slacks on press.		
21.05 State the methods of legging slacks on regular press.		
21.06 Demonstrate the methods necessary when finishing skirts.		
22.0 Finish coats. – The student will be able to:		
22.01 Exhibit procedures for finishing coats on a form finisher and utility press.		
22.02 Demonstrate steps in finishing sleeves on coats.		
22.03 Exhibit methods of finishing coat collars.		
22.04 Demonstrate steps in finishing the front left shoulder and sleeve head.		
22.05 Exhibit steps in finishing front lay.		
22.06 Demonstrate methods of finishing lapels.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
22.07 Demonstrate steps in finishing linings.		
23.0 Finish trousers. – The student will be able to:		
23.01 Demonstrate procedures in topping trousers on upright presser.		
23.02 Demonstrate steps in finishing trouser tops or waistbands.		
23.03 Demonstrate steps in finishing pockets on trousers.		
23.04 Demonstrate steps in finishing left legs of trousers.		
23.05 Demonstrate steps in finishing right legs of trousers		
24.0 Finish dresses. – The student will be able to:		
24.01 Demonstrate operations for finishing sleeves on dresses.		
24.02 Demonstrate steps in finishing collars and lapels on dresses.		
24.03 Demonstrate process of finishing blouses.		
24.04 Demonstrate steps for finishing skirts or dresses.		
25.0 Finish children's garments. – The student will be able to:		
25.01 Demonstrate methods of finishing a sleeve on a child's coat.		
25.02 Demonstrate steps in finishing collars and trim.		
25.03 Demonstrate steps in finishing fronts and backs of coats.		
25.04 Demonstrate methods of finishing trousers.		
25.05 Exhibit techniques for finishing boys' and girls' jackets.		
26.0 Finish pleats and knitted garments. – The student will be able to:		
26.01 Demonstrate steps for finishing pleats.		
26.02 Demonstrate procedures for finishing pleats on the sleeve board.		
26.03 Demonstrate methods for finishing pleats on the utility press.		
26.04 Demonstrate methods for finishing knitted garments.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
26.05 Perform methods for measuring knitted garments before and after finishing.		
26.06 List methods of handling finished knitted garments.		
27.0 Finish silk. – The student will be able to:		
27.01 Finish sleeves on the sleeve puff iron.		
27.02 Finish a skirt on the long press.		
27.03 Finish collars and lapels.		
27.04 Demonstrate steps in touch-up of finished garments.		
28.0 Inspect garments. – The student will be able to:		
28.01 Demonstrate methods of inspection.		
28.02 Define points of inspection in the order in which work has processed through various departments.		
28.03 State processes for inspecting garments that need special attention.		

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.

Special Notes

Students may concentrate in the areas of pressing/finishing by completing outcomes 1 and 16-31 or as a spotter cleaner by completing outcomes 1-15 and 29-30.

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.

Career and Technical Student Organization (CTSO)

SkillsUSA, Inc. is the appropriate career and technical student organization for 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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: Barbering
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory

Program Number	8757100
CIP Number	0612040200
Grade Level	9-12
Standard Length	8 credits
Teacher Certification	<u>Refer to the Program Structure section.</u>
CTSO	SkillsUSA
SOC Codes (all applicable)	39-5011 Barbers

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 the Human Services career cluster; 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as restricted barbers (SOC 39-5011) or barbers (SOC 39-5011). Instruction is designed to qualify students for employment upon successfully passing the Florida Restricted Barber or Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

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 two occupational completion points.

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:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8757110	Barbering 1	BARBERING 7 G	1 credit	39-5011	2	PA
	8757120	Barbering 2		1 credit		2	PA
	8757130	Barbering 3		1 credit		2	
	8757140	Barbering 4		1 credit		2	
	8757150	Barbering 5		1 credit		2	
	8757160	Barbering 6		1 credit		2	
B	8757170	Barbering 7	BARBERING 7 G	1 credit	39-5011	2	PA
	8757180	Barbering 8		1 credit		2	PA

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

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galacti c Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8757110	2/87 2%	2/80 3%	2/83 2%	2/69 3%	2/67 3%	1/70 1%	1/69 1%	2/82 2%	1/66 2%	3/74 4%	2/72 3%
8757120	0/87 #	2/80 3%	0/83 #	2/69 3%	2/67 3%	0/70 #	0/69 #	2/82 2%	1/66 2%	3/74 4%	3/72 4%
8757130	1/87 1%	0/80 #	0/83 #	0/69 #	0/67 #	0/70 #	0/69 #	0/82 #	0/66 #	0/74 #	0/72 #
8757140	0/87 #	0/80 #	0/83 #	0/69 #	0/67 #	0/70 #	0/69 #	0/82 #	0/66 #	0/74 #	0/72 #
8757150	3/87 3%	3/80 4%	6/83 7%	5/69 7%	2/67 3%	7/70 10%	1/69 1%	3/82 4%	5/66 8%	5/74 7%	2/72 3%

8757160	7/87 8%	7/80 9%	5/83 6%	8/69 12%	2/67 3%	11/70 16%	5/69 7%	4/82 5%	11/66 17%	4/74 5%	7/72 10%
8757170	1/87 1%	1/80 1%	6/83 7%	8/69 12%	2/67 3%	1/70 1%	1/69 1%	9/82 11%	2/66 3%	12/74 16%	2/72 3%
8757180	6/87 7%	6/80 8%	1/83 1%	13/69 19%	1/67 1%	6/70 9%	6/69 9%	4/82 5%	7/66 11%	7/74 9%	7/72 10%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8757110	0/67 #	0/75 #	02/54 4%	18/49 37%	18/48 38%	0/45 0%	0/45 0%
8757120	0/67 #	0/75 #	0/54 #	13/49 27%	13/48 27%	0/45 0%	0/45 0%
8757130	0/67 #	0/75 #	0/54 #	11/49 22%	11/48 23%	0/45 0%	0/45 0%
8757140	0/67 #	0/75 #	1/54 2%	10/49 20%	10/48 21%	0/45 0%	0/45 0%
8757150	2/67 3%	1/75 1%	0/54 #	0/49 0%	0/48 0%	18/45 45%	18/45 45%
8757160	1/67 1%	6/75 8%	0/54 #	0/49 0%	0/48 0%	16/45 36%	16/45 36%
8757170	0/67 #	4/75 5%	2/54 4%	0/49 0%	0/48 0%	15/45 33%	15/45 33%
8757180	2/67 3%	4/75 5%	2/54 4%	0/49 0%	0/48 0%	14/45 31%	14/45 31%

** Alignment pending review

Alignment attempted, but no correlation to academic course

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Barbers' Board

Please refer to 61G3-16.001 F.A.C. for educational and training requirements.

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 safe, sanitary and efficient work practices.
- 02.0 Identify and perform shampoo/hair conditioners and scalp treatment.
- 03.0 Identify and perform trimming/shaping of hair (cutting) with the use of scissor, clipper, and razor.
- 04.0 Identify and perform hairstyles.
- 05.0 Identify and perform mustache and beard design.
- 06.0 Demonstrate shaving the face.
- 07.0 Demonstrate appropriate understanding of basic science.
- 08.0 Identify and perform facial treatments.
- 09.0 Demonstrate knowledge of professional development (employability skills).
- 10.0 Demonstrate knowledge of Florida law and State Board requirements.
- 11.0 Demonstrate an understanding of entrepreneurship.
- 12.0 Identify and prepare hairpieces, wigs and hair attachments.
- 13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing.
- 14.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

**Florida Department of Education
Student Performance Standards**

Course Title: **Barbering 1**
Course Number: **8757110**
Course Credit: **1**

Course Description:

This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures. It provides competencies in hair shampooing and conditioning, trimming and shaping hair using clippers, shears and razors.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
01.0 Demonstrate safe, sanitary and efficient work practices. – The student will be able to:			SC.912.L.14.51; SC.912.L.18.10; SC.912.N.1.1; SC.912.P.8.11
01.01 Observe and apply sanitation and shop safety rules and practices in all skill procedures.	LAFS.910.RI.1.1 LAFS.910.RI.4.10 LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6		
01.02 Set up and operate equipment and utilize materials.	LAFS.910.RI.1.1 LAFS.910.RI.4.10 LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.910.SL.1.2 LAFS.910.SL.2.4		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.SL.2.6		
01.03 Clean and maintain implements and equipment.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.RI.4.10 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6		
01.04 Demonstrate professional ethics with clients and co-workers.	LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.6 LAFS.910.SL.1.1 LAFS.910.SL.2.6 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.5		
01.05 Analyze and recognize hair, skin and scalp conditions.	LAFS.910.RI.1.1 LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL.2.5 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6		
01.06 Analyze hair, skin and scalp products using pH scale.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.6 LAFS.910.SL.1.1 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
01.07 Identify the histology of skin and hair.	LAFS.910.RI.1.1 LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.6 LAFS.910.SL.1.1 LAFS.910.SL.1.3 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6		
01.08 Exhibit professional occupational skills.	LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.2.6 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.5 LAFS.910.SL.2.6		
01.09 Determine the need for and perform corrective services.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.W.3.7 LAFS.910.W.3.8 LAFS.910.W.3.9 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6		
02.0 Identify and perform shampoo/hair conditioners and scalp treatment. – The student will be able to:			SC.912.L.14.51; SC.912.L.18.10; SC.912.P.8.11, SC.912.P.10.4
02.01 Prepare the client for service.	LAFS.910.SL.1.1 LAFS.910.RI.2.4 LAFS.910.W.2.4		
02.02 Analyze and recognize hair and scalp condition.	LAFS.910.RI.1.1 LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.4.10		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL.2.5 LAFS.910.SL.2.6 LAFS.910.L.1.3 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.910.SL.1.1 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL.2.6		
02.03 Select and recommend appropriate professional products.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.3.4		
02.04 Apply shampoo and manipulate to cleanse hair and scalp.			
02.05 Rinse shampoo thoroughly from hair and scalp.			
02.06 Select professional products, understanding the importance of professional product recommendations and product use.	LAFS.910. LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.SL.1.1 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL.2.6		
02.07 Apply treatment or conditioner according to manufacturer's directions.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.RI.4.10		
02.08 Perform scalp manipulation, if required.			
02.09 Set up and operate electrical equipment as required (high frequency currents, ultra violet, or infrared rays).	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.RI.4.10		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6		
02.10 Remove conditioner or treatment, if required.			
03.0 Identify and perform trimming/shaping of hair (cutting) with scissor, clipper, and razor. – The student will be able to:			
03.01 Prepare the client and determine needs and desires (consultation).	LAFS.910.SL.1.1 LAFS.910.RI.2.4 LAFS.910.W.2.4		
03.02 Select and utilize hair cutting implements and techniques (shears, razor, clippers, texturizing implements).	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL.2.6	MAFS.912.G-CO.1.2	
03.03 Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and combinations with or without blends.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6	MAFS.912.G-CO.1.1 MAFS.912.G-CO.1.2	
03.04 Edge and clean neckline with razor, clipper, or shears.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.L.1.1 LAFS.910.L.1.3.4 LAFS.910.L.1.3.6 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6	MAFS.912.G-CO.1.1 MAFS.912.G-CO.1.2	

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
03.05 Check completed cut.		MAFS.912.G-CO.1.1 MAFS.912.G-CO.1.2	
03.06 Sanitize cutting implements using Universal Sanitation Procedures.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6		

Florida Department of Education
Student Performance Standards

Course Title: Barbering 2
Course Number: 8757120
Course Credit: 1

Course Description:

This course is designed to provide competencies in hair styling.

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
04.0 Identify and perform hair styles. – The student will be able to:			SC.912.P.10.4, 5, 7, 20
04.01 Prepare client and determine needs and desired style (consultation).	LAFS.910.SL.1.1 LAFS.910.RI.2.4 LAFS.910.W.2.4		
04.02 Identify and perform wet set using principles of design (hair sculpting, rollers, and finger waves).	LAFS.910.RI.1.1 LAFS.910.RI.1.2 LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.1.4 LAFS.910.L.3.4 LAFS.910.L.3.6		
04.03 Prepare and perform thermal styling using blow dryers, curling irons, thermo-pressing combing, wand, and etc.	LAFS.910.RI.1.1 LAFS.910.RI.1.2 LAFS.910.RI.2.4 LAFS.910.RI.4.10 LAFS.910.SL.1.1 LAFS.910.SL.1.3 LAFS.910.SL.2.4 LAFS.910.SL2.6 LAFS.910. LAFS.910.L.1.1 LAFS.910.L.1.4 LAFS.910.L.3.4 LAFS.910.L.3.6		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
04.04 Comb out into desired style.	LAFS.910.S.L.1.1 LAFS.910.L.3.6		
04.05 Utilize braiding technique.	LAFS.910.RI.1.2 LAFS.910.RI.1.4 LAFS.910.SL.1.1		

Florida Department of Education
Student Performance Standards

Course Title: Barbering 3
Course Number: 8757130
Course Credit: 1

Course Description:

This course is designed to provide competencies in mustache and beard design.

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
05.0 Identify and perform mustache and beard design. – The student will be to:			SC.912.L.14.51
05.01 Prepare the client.	LAFS.910.SL.1.1 LAFS.910.RI.2.4 LAFS.910.W.2.4		
05.02 Demonstrate suitable mustache and/or beard design and cutting based on facial structure.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6		
05.03 Demonstrate trimming a mustache or trimming a beard.	LAFS.910.RI.1.1 LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6		
05.04 Demonstrate the ability to use and explain professional beard products and sanitation procedures.	LAFS.910.RI.1.1 LAFS.910.RI.4.10 LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL.2.6		

Florida Department of Education
Student Performance Standards

Course Title: Barbering 4
Course Number: 8757140
Course Credit: 1

Course Description:

This course is designed to provide competencies in shaving.

CTE Standards and Benchmarks	FS-M/LA	FS-MATH	NGSSS-Sci
06.0 Demonstrate shaving the face. – The student will be able to:			
06.01 Prepare patron for shaving.	LAFS.910.RI.1. LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL2.6 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6 LAFS.910.RI.2.4 LAFS.910.W.2.4		
06.02 Perform the shaving of the patron's face.		MAFS.912.G-CO.1.1	
06.03 Perform the final cleansing of face and neck.	LAFS.910.RI.1. LAFS.910.RI.2.4 LAFS.910.SL.1.1 LAFS.910.SL.1.2 LAFS.910.SL.2.4 LAFS.910.SL2.6 LAFS.910.L.1.1 LAFS.910.L.3.4 LAFS.910.L.3.6		

Florida Department of Education
Student Performance Standards

Course Title: Barbering 5
Course Number: 8757150
Course Credit: 1

Course Description:

This course is designed to provide the student with an opportunity to develop competencies in basic science and facial treatments.

Abbreviations:

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

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	FS-MATH	NGSSS-Sci
07.0 Demonstrate appropriate understanding of basic science. – The student will be able to:			SC.912.L.14.6, 51, 52; SC.912.L.17.13, 15, 16, 20; SC.912.N.1.1, 6; SC.912.N.4.2; SC.912.P.8.2, 8, 10, 12; SC.912.P.12.11
07.01 Identify health-related problems, which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112.RI.4.10 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.SL.1.1 LAFS.1112.L.2.6 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6	MAFS.912.S-CP.1.5	

CTE Standards and Benchmarks	FS-M/LA	FS-MATH	NGSSS-Sci
07.02 Understand molecular reactions of the skin and hair as a result of physical and chemical changes.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6		
07.03 Draw conclusions or make inferences from data.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112.RI.4.10	MAFS.912.S-ID.2.5 MAFS.912.S-IC.2.6	
08.0 Identify and perform facial treatments. – The student will be able to:			
08.01 Prepare the patron.	LAFS.1112.SL.1.1 LAFS.1112.L.1.1		
08.02 Diagnose and identify skin condition.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5 LAFS.1112.SL.2.6		
08.03 Assemble supplies and equipment.	LAFS.1112.SL.1.1		
08.04 Cleanse face and neck.	LAFS.1112.SL.1.1		
08.05 Perform designated treatment (mechanical or manual).	LAFS.1112.SL.1.1 LAFS.1112.L.1.1 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10		
08.06 Perform final cleansing of face and neck.	LAFS.1112.SL.1.1		

Florida Department of Education
Student Performance Standards

Course Title: Barbering 6
Course Number: 8757160
Course Credit: 1

Course Description:

This course is designed to provide the student with employability skills, state board laws, and hairpieces/wigs/hair attachments.

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
09.0 Demonstrate knowledge of professional development (employability skills). – The student will be able to:			SC.912.L.14.6, 51, 52; SC.912.L.17.13, 15, 16, 20; SC.912.N.1.1, 6; 4.2 SC.912.P.8.2, 8, 10, 2; SC.912.P.12.11
09.01 Perform safety and health practices applicable to the practice of barbering.	LAFS.1112.SL.1.1 LAFS.1112.L.1.1		
09.02 Locate opportunities for employment through social media, job sites on the internet, and word of mouth.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5 LAFS.1112.SL.2.6		
09.03 Understand practical application of the license to the job market.	LAFS.1112.SL.1.1		
09.04 Demonstrate employment seeking skills.	LAFS.1112.SL.1.1		
09.05 Demonstrate appropriate work behavior.	LAFS.1112.SL.1.1 LAFS.1112.L.1.1 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
09.06 Understand and project a professional image.	LAFS.1112.SL.1.1		
09.07 Work individually and cooperatively as a member of regular or culturally diverse team.	LAFS.1112.SL.1.1 LAFS.1112.L.1.1		
09.08 Utilize communication skills applicable to the industry.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5 LAFS.1112.SL.2.6		
09.09 Utilize math skills applicable to the industry.	LAFS.1112.SL.1.1	MAFS.912.A-REI.1.1	
09.10 Demonstrate how to adapt to change.	LAFS.1112.SL.1.1		
09.11 Demonstrate knowledge of the need to balance personal and professional life.	LAFS.1112.SL.1.1 LAFS.1112.L.1.1 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10		
09.12 Demonstrate the ability to properly facilitate the use of business resources and energy in a practical manner.	LAFS.1112.SL.1.1		
09.13 Explain how technology has become a practical part of the barbering industry and demonstrate applications.	LAFS.1112.SL.1.1 LAFS.1112.L.1.1		
10.0 Demonstrate knowledge of Florida Law and State Board requirements. – The student will be able to:			
10.01 Demonstrate working knowledge of Florida Law, Chapter 476.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112. LAFS.1112.RI.3.8 LAFS.1112.RI.4.10 LAFS.1112.W.1.1 LAFS.1112.W.2.4 LAFS.1112.SL.1.1 LAFS.1112.SL.2.4		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.3.6		
10.02 Demonstrate Universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112.RI.3.8 LAFS.1112.RI.4.10 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.SL.1.1 LAFS.1112.SL.2.4 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.3.6		
10.03 Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112. LAFS.1112.RI.3.8 LAFS.1112.RI.4.10 LAFS.1112.W.1.1 LAFS.1112.W.2.4 LAFS.1112.SL.1.1 LAFS.1112.SL.2.4 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.3.6		
11.0 Demonstrate an understanding of entrepreneurship. – The student will be able to:			
11.01 Define entrepreneurship.	LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 LAFS.1112.		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
11.02 Describe the importance of entrepreneurship to the American economy.	LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112. LAFS.1112.SL.1.1 LAFS.1112. LAFS.1112.L.1.1 LAFS.1112.L.1.2		
11.03 Identify advantages and disadvantages of business ownership as related to the barbering industry.	LAFS.1112.W.1.2 LAFS.1112.W.1.3 LAFS.1112.W.2.4 LAFS.1112.W.3.9 LAFS.1112.SL.1.1 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112.RI.4.10 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6		
11.04 Identify the necessary personal characteristics of a successful entrepreneur.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.3.7 LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.L.1.1 LAFS.1112.L.1.2		
11.05 Identify the business skills needed to operate a small business efficiently and effectively.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.3.7 LAFS.1112. LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.3.8 LAFS.1112.L.1.1 LAFS.1112.L.1.2		

Florida Department of Education
Student Performance Standards

Course Title: **Barbering 7**
 Course Number: **8757170**
 Course Credit: **1**

Course Description:

This course is designed to provide the student with skills in permanent wave, reconstruction curl, and chemical relaxing.

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSS-Sci
12.0 Identify and prepare hair pieces, wigs, and hair attachments. – The student will be able to:			SC.912.L.14.6, 51; SC.912.P.8.2, 7, 8, 10, 11; SC.912.P.10.5, 6, 7, 20; SC.912.P.12.12
12.01 Determine and identify styles and colors of wigs and hairpieces.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112.RI.4.10 LAFS.1112.W.2.4 LAFS.1112.W.4.10		
12.02 Measure the head and fit wig or hairpiece.		MAFS.912.G-GMD.1.1	
12.03 Clean, shape, and style to client's features.	LAFS.1112.SL.1.1 LAFS.1112.L.1.1 LAFS.1112.L.3.6		
12.04 Attach and blend hair pieces/extensions into desired style.	LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.3.6		
13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing. – The student will be able to:			
13.01 Prepare client and determine needs and desired style (consultation).	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.3.6 LAFS.1112.RI.1.2 LAFS.1112.W.1.2		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
	LAFS.1112.W.2.4 LAFS.1112.4.10		
13.02 Analyze hair, check scalp.	LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5 LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.4 LAFS.1112.RI.4.10		
13.03 Select appropriate solution strength according to hair texture, desired results.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.4 LAFS.1112.SL.1.1 LAFS.1112.SL.1.3 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.3.4 LAFS.1112.L.3.6		
13.04 Perform shampoo and shaping as required.	LAFS.1112.SL.1.1 LAFS.1112.SL.3.6		
13.05 Apply protective cream or lotion.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10		
13.06 Apply rearranger or straightener as required for desired results following curl or chemical relaxer.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 LAFS.1112.W.1.2 LAFS.1112.W.2.4		

CTE Standards and Benchmarks	FS-LA	FS-MATH	NGSSS-Sci
13.07 Strand test for straightness if performing reconstruction curl or chemical relaxer.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6		
13.08 Rinse or shampoo according to manufacturer's directions.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10		
13.09 Select rods and wrap hair, if required, according to manufacturer's directions.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10	MAFS.912.G-GMD.2.4	
13.10 Apply processing solution and process; take test curls.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 LAFS.1112.W.1.2 LAFS.1112.W.2.4		
13.11 Rinse, blot, shampoo, and/or neutralize.			
13.12 Remove rods, condition and style; record results.	LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.4.10		
13.13 Apply leave-on treatment, if required. Record results.	LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.4.10		

Florida Department of Education
Student Performance Standards

Course Title: Barbering 8
Course Number: 8757180
Course Credit: 1

Course Description:

This course is designed to provide the student with skills in coloring and a basic understanding of entrepreneurship.

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
14.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. – The student will be able to:			SC.912.L.14.6, 51, SC.912.P.8.2, 7, 8, 10, 11; SC.912.P.10.5, 6, 7, 20; SC.912.P.12.12
14.01 Perform patch test (pre-disposition), if required.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.3.6 LAFS.1112.W.1.2 LAFS.1112.W.2.4		
14.02 Prepare client; determine needs and desires (consultation).	LAFS.1112.SL.1.1 LAFS.1112.L.1.1		
14.03 Analyze scalp and hair.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.2.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.1.2 LAFS.1112.RI.1.3 LAFS.1112.SL.2.4 LAFS.1112.SL.2.5		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.1112.SL.2.6 LAFS.1112.L.1.3 LAFS.1112.L.3.4 LAFS.1112.L.3.6		
14.04 Select and assemble appropriate solutions according to hair texture and desired results.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6 LAFS.1112.L.1.1 LAFS.1112.L.3.6		
14.05 Section hair, if required.		MAFS.912.G-CO.1.1 MAFS.912.G-CO.1.2	
14.06 Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions.	LAFS.1112.RI.1.1 LAFS.1112.R.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10		
14.07 Perform strand tests.			
14.08 Identify and perform specialty-coloring techniques.	LAFS.1112.RI.1.1 LAFS.1112.R.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10		
14.09 Shampoo before or after applying color according to manufacturer's directions. Record results.	LAFS.1112.RI.1.1 LAFS.1112.R.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.4.10 LAFS.1112.L.1.2 LAFS.1112.L.3.6 LAFS.1112.W.1.2 LAFS.1112.W.2.4 LAFS.1112.W.4.10		
14.10 Understand molecular reactions as a result of physical and chemical changes.	LAFS.1112.RI.1.1 LAFS.1112.RI.1.2 LAFS.1112.RI.4.10 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.SL.1.1 LAFS.1112.SL.2.6		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
14.11 Draw conclusions or make inferences from data.	LAFS.1112.RI.1.1 LAFS.1112.R.1.2 LAFS.1112.RI.1.4 LAFS.1112.RI.3.7 LAFS.1112.RI.4.10	MAFS.912.S-ID.2.5 MAFS.912.S-IC.2.6	

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.

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.

Career and Technical Student Organization (CTSO)

SkillsUSA, Inc. is the appropriate career and technical student organization for 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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: Nails Specialty
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory

Program Number	8757300
CIP Number	0612041004
Grade Level	9-12
Standard Length	2 credits
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-5092 Manicurists and Pedicurists

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 the Human Services career cluster; 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Nails Specialty program is prepared for employment as a licensed Manicurist and Pedicurist (SOC 39-5092). Instruction is designed to qualify students for employment upon successfully obtaining a Nails Specialty Certification.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

Program Structure

This program is a planned sequence of instruction consisting of a core and one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8757210	Grooming and Salon Services Core 1	NAIL TEC 7 G COSMETOL @7 7 G	.5 credit	39-5092	2	PA
	8757310	Nails Specialty 2		.5 credit		2	
	8757320	Nails Specialty 3		1 credit		2	

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

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8757210	27/87 31%	11/80 14%	18/83 22%	15/69 22%	8/67 12%	7/70 10%	13/69 19%	16/82 20%	13/66 20%	18/74 24%	11/72 15%
8757310	0/87 #	0/80 #	0/83 #	0/69 #	0/67 #	0/70 #	1/69 1%	0/82 #	0/66 #	0/74 #	0/72 #
8757320	0/87 #	0/80 #	0/83 #	0/69 #	0/67 #	0/70 #	1/69 1%	0/82 #	0/66 #	0/74 #	0/72 #

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8757210	10/67 15%	6/75 8%	4/54 7%	29/46 63%	29/45 64%	0/45 0%	0/45 0%
8757310	3/67 4%	0/75 #	9/54 17%	18/46 37%	18/45 38%	0/45 0%	0/45 0%
8757320	3/67 4%	0/75 #	9/54 17%	18/46 37%	18/45 38%	0/45 0%	0/45 0%

** Alignment pending review

Alignment attempted, but no correlation to academic course

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology. Please refer to 61G5-22.015 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, Sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
- 16.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

Florida Department of Education
Student Performance Standards

Course Title: Grooming and Salon Services Core 1
Course Number: 8757210
Course Credit: .5

Course Description: This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures. It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations. He/she will briefly review entrepreneurship competency.

Abbreviations:

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

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
01.0 Identify career opportunities. -- The student will be able to:			
01.01 Identify career opportunities in the nail care industry.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
02.0 Demonstrate the importance of health, safety, and environmental management systems, and regulatory compliance. – The students will be able to:			
02.01 Describe personal and jobsite standards that maintain a safe and healthy work environments.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
02.02 Explain emergency procedures to follow in response to workplace accidents.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
02.03 Create a disaster and/or emergency response plan.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
03.0 Employ safe, sanitary, and efficient work practices. -- The student			SC.912.L.16.7, 8;

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
will be able to:			SC.912.L.18.12; SC.912.P.8.2
03.01 Using universal precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and salon.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
03.02 Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved hospital levels) in appropriate proportions according to manufacturer's instructions.	LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.N- Q1.1,1.3	
03.03 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for disinfection of tools per Chapter 61G-20.002, F.A.C.	LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.N- Q1.1,1.3	
03.04 Demonstrate cultural awareness of hygiene and socialized differences aby using active listening skills.	LAFS.910.RI.1.1, 1.3, 2.4 LAFS.910.RI.3.8, 4.10 LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS 910.L.1.1,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	2.3, 3.6		
03.05 Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
03.06 Demonstrate and communicate to the client the proper care of hair, skin and nails through cleanliness, nutrition, and healthful living.			
04.0 Demonstrate language arts knowledge and skills. -- The students will be able to:			
04.01 Locate, comprehend and evaluate key elements of oral and written information.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6		
04.02 Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary.	LAFS.910.RI.1.1, 1.2, 2.4,4.10 LAFS.910.W.1.2, a, b, c, d, e, f LAFS.910.W.2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.L1.1 a, b, 2.3, 3.4, a, b, c, d LAFS.910.L.3.6		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	LAFS.910.SL.1.1, 1.3, 2.4, 2.6		
04.03 Present information formally and informally for specific purposes and audiences.	LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6		
05.0 Demonstrate mathematics knowledge and skills. -- The students will be able to:			
05.01 Identify math skills as it applies to grooming and salon services.			
05.02 Demonstrate knowledge of arithmetic operations.			
05.03 Analyze and apply data and measurements to solve problems and interpret documents.	LAFS.910.RI.1.2	MAFS.912.S-ID1.1,1.2	
05.04 Construct charts/tables/graphs using functions and data.	LAFS.910.W1.2	MAFS.912.S-ID2.5, 2.6	
06.0 Demonstrate science knowledge and skills. -- The students will be able to:			SC.912.L.14.1, 2, 6, 9, 11, 12, 13, 16, 21, 29, 32, 33, 34, 36, 40, 42; SC.912.L.16.7, 8, 14; SC.912.L.17.16, 17; SC.912.L.18.3, 4, 11, 12; SC.912.N.2.2; SC.912.P.8.1, 2, 3, 7; SC.912.P.10.14,

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
			15
06.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.	LAFS.910.SL.1.1		SC.912.N.1.1
06.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.	LAFS.910.RI.1.2,3 .7 LAFS.910.W.3.8 LAFS.910.SL.1.1,2 .4	MAFS.912.S- IC.1.1, 2.3, 2.4, 2.5, 2.6	SC.912.N.1.1
06.03 Identify science as it applies to decontamination and infection control.	LAFS.910.RI.1.2,1 .4 3.7,4.1		SC.912.N.1.1
06.04 Identify chemistry as it applies to products used in the salon.	LAFS.910.RI.1.2,1 .4 3.7,4.1		SC.912.8.1,8.10,8 .11, 8.8
06.05 Identify science as it applies to anatomy and physiology.	LAFS.910.RI.1.2,1 .4 3.7,4.1		SC.912.N.14.11,1 4.12,14.16, 14.17,14.19,14.20
06.06 Identify science as it applies to electricity and light therapy to perform appropriate treatment.	LAFS.910.RI.1.2,1 .4 3.7,4.1		SC.912.P.10.15
07.0 Explain the importance of employability skill and entrepreneurship skills. -- The students will be able to:			SC.912.N.4.2
07.01 Identify and demonstrate positive work behaviors needed to be employable.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.02 Develop personal career plan that includes goals, objectives, and strategies.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.03 Examine licensing, registration, and industry credentialing requirements per Chapter 61G5-29, F.A.C.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.04 Maintain a career portfolio to document knowledge, skills, and experience.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.5, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.05 Evaluate and compare employment opportunities that match career goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.06 Identify and exhibit traits for retaining employment.	LAFS.910.RI.1.1,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.07 Identify opportunities and research requirements for career advancement.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.08 Research the benefits of ongoing professional development.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
07.09 Examine and describe entrepreneurship opportunities as a career planning option.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.10 Project a professional image.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.11 Utilize communication skills applicable to the industry.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.12 Balance personal and professional life.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.13 Use and conserve resources and energy.	LAFS.910.RI.1.1,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.14 Define entrepreneurship-management skills.	LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6		
07.15 Describe the importance of entrepreneurship to the American economy.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.16 List the advantages and disadvantages of business ownership.	LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6		
07.17 Identify the risks involved in ownership of a business.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.18 Identify the necessary personal characteristics of a successful entrepreneur.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.19 Identify the business skills needed to operate a small business efficiently and effectively.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. -- The students will be able to:			
08.01 Employ leadership skills to accomplish organizational goals and objectives.	LAFS.910.SL.2.4		
08.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.	LAFS.910.SL.2.4		
08.03 Conduct and participate in meetings to accomplish work tasks.	LAFS.910.SL1.1		
08.04 Employ mentoring skills to inspire and teach others.	LAFS.910.SL1.1,2.4		
08.05 Apply teamwork procedures and social skills in following rules			

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
of professional ethics.			
09.0 Demonstrate personal money-management concepts, procedures, and strategies. -- The students will be able to:			
09.01 Identify and describe the services and legal responsibilities of financial institutions.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
09.02 Describe the effect of money management on personal and career goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.2	
09.03 Develop a personal budget and financial goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.1, 4.8	
09.04 Complete financial instruments for making deposits and withdrawals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2,	MA.912.F.4.2	

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
09.05 Maintain financial records.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.2	
09.06 Read and reconcile financial statements.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.2	
09.07 Research, compare and contrast investment opportunities.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7,	MA.912.F.4.10, 4.11, 4.12, 4.14, 4.8, 4.9	

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	3.8, 4.10 LAFS.910.L.1.1, 2.3, 3.4, 3.6		
10.0 Describe the importance of professional ethics and legal responsibilities. -- The students will be able to:			SC.912.L.14.6; SC.912.L.16.7
10.01 Demonstrate working knowledge of Board of Cosmetology Florida Statues, Chapter 477.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.02 Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		SC.912.L.14.60,1 4.52, 16.7
10.03 Demonstrate knowledge of the Florida “Right- to-know” Statues, Chapter 442.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.04 Evaluate and justify decisions based on ethical reasoning.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.05 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.06 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.07 Interpret and explain written organizational policies and procedures.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
11.0 Describe the roles within teams, departments, organizational systems, and the larger environment. – The students will be able to:			SC.912.L.14.6; SC.912.L.16.7
11.01 Describe the nature and types of business organizations.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
11.02 Explain the effect of key organizational systems on performance and quality.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
11.03 List and describe quality control systems and/or practices common to the workplace.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
11.04 Explain the impact of the global economy on business organizations.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 LAFS.910.SL.1.1		
12.0 Use information technology tools. -- The students will be able to:			
12.01 Use personal information management (PIM) applications to increase workplace efficiency.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.K12.MP5.1	
12.02 Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
12.03 Demonstrate collaborative/groupware applications to facilitate group work.	LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6		
13.0 Solve problems using critical thinking skills, creativity and innovation. --The students will be able to:			
13.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.	LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6		
13.02 Employ critical thinking and interpersonal skills to resolve conflicts.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
13.03 Identify and document workplace performance goals and	LAFS.910.RI.1.1,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
monitor progress toward those goals.	1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
13.04 Conduct technical research to gather information necessary for decision-making.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6	MAFS.912.S-IC1.1,2.6	
14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. -- The students will be able to:			
14.01 Select and demonstrate appropriate concepts and strategies to enhance oral and written communication.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.02 Locate, organize and reference written information from	LAFS.910.RI.1.1,		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
various sources.	1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1,1 .2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6		
14.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
14.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.05 Apply active listening skills to obtain and clarify information.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.06 Develop and interpret tables and charts to support written and oral communications.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.S- ID1.1,2.5,2.6	
14.07 Exhibit public relations skills that aid in achieving customer satisfaction.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		

Florida Department of Education
Student Performance Standards

Course Title: 8757310
Course Number: Nails Specialty 2
Course Credit: .5

Course Description: This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. – The student will be able to:			
15.01 Clean and maintain implements by using appropriately mixed chemicals (EPA approved hospital level) and following the procedures for disinfection of tools per Chapter 61G5-20.002, F.A.C. Assemble, set up, and operate equipment according to manufacturer’s instructions.	LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6		SC.912.L.16.7
15.02 Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail.	LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8,4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10
15.03 Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail.	LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9,	MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1	SC.912.L8.1,8.10, 8.11

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1 , 2.3, 3.6.4	MAFS.912.SRT1.2 MAFS.912.G- C1.2,1.4	
15.04 Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails.	LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10, 8.11
15.05 Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions.	LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910. W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1 , 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10, 8.11
15.06 Perform proper techniques for foot care, including sanitizing	LAFS.		SC.912.L8.1,8.10,

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions.	910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.910.SL.1.1 , 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6		8.11
15.07 Perform proper procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4) (G).			
15.08 Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet.			
15.09 Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions.			
15.10 Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails.			
15.11 Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures.			
15.12 Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail.			

Florida Department of Education
Student Performance Standards

Course Title: 8757320
Course Number: Nails Specialty 3
Course Credit: 1

Course Description: This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
16.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. – The student will be able to:			
16.01 Clean and maintain implements by using appropriately mixed chemicals (EPA approved hospital level) and following the procedures for disinfection of tools per Chapter 61G5-20.002, F.A.C. Assemble, set up, and operate equipment according to manufacturer’s instructions.	LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6		SC.912.L.16.7
16.02 Demonstrating knowledge of chemical products and ability to follow the manufacturer’s directions, correctly remove the nail polish from the natural nail.	LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		SC.912.L.8.1,8.10
16.03 Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail.	LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10	MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1.2	SC.912.L.8.1,8.10, 8.11

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	LAFS. 910. W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1. 1, 2.3, 3.6.4	MAFS.912.G-C1.2,1.4	
16.04 Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails.	LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8,4.10 LAFS. 910. SL.1.1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10, 8.11
16.05 Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions.	LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.910.SL.1 .1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10, 8.11

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
<p>16.06 Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions.</p>	<p>LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.910.SL.1 .1, 1.3, 2.4, 2.6 LAFS. 910.L.1.1, 2.3, 3.6</p>		<p>SC.912.L8.1,8.10, 8.11</p>
<p>16.07 Perform proper Procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4) (G).</p>			
<p>16.08 Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet.</p>			
<p>16.09 Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions.</p>			
<p>16.10 Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails.</p>			
<p>16.11 Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures.</p>			
<p>16.12 Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail.</p>			

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.

Special Notes

Please refer to 61G5-22.015 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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.

Career and Technical Student Organization (CTSO)

SkillsUSA, Inc. is the inter-curricular career and technical student organization 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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: Facials Specialty
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory

Program Number	8757400
CIP Number	0612040805
Grade Level	9-12
Standard Length	2 credits
Teacher Certification	Refer to the Program Structure section.
CTSO	SkillsUSA, Inc.
SOC Codes (all applicable)	39-5094 Skin Care Specialists

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 the Human Services career cluster; 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Facials Specialist program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094). Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

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 occupational completion point.

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:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8757210	Grooming and Salon Services Core 1	FACIAL TEC 7 G COSMETOL @7 7 G	.5 credit	39-5094	2	PA
	8757410	Facials Specialty 2		.5 credit		2	
	8757420	Facials Specialty 3		1 credit		2	

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

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8757210	27/87 31%	11/80 14%	18/83 22%	15/69 22%	8/67 12%	7/70 10%	13/69 19%	16/82 20%	13/66 20%	18/74 24%	11/72 15%
8757410	0/87 #	0/80 #	283 2%	0/69 #	2/67 3%	0/70 #	0/69 #	2/82 2%	0/66 #	274 3%	0/72 #
8757420	3/87 3%	3/80 4%	0/83 #	3/69 4%	0/67 #	3/70 4%	3/69 4%	0/82 #	3/66 5%	0/74 #	3/72 4%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8757210	10/67 15%	6/75 8%	4/54 7%	29/46 63%	29/45 64%	0/45 0%	0/45 0%
8757410	3/67 4%	0/75 #	3/54 6%	0/46 0%	0/45 0%	19/45 42%	19/45 42%

8757420	0/67 #	3/75 4%	6/54 11%	0/46 0%	0/45 0%	19/45 42%	19/45 42%
---------	-----------	------------	-------------	------------	------------	--------------	--------------

** Alignment pending review

Alignment attempted, but no correlation to academic course

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology. Please refer to 61G5-22.006 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, Sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Facial Specialty.
- 16.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measure and predicted. Demonstrate proper procedure and application of chemicals.

**Florida Department of Education
Student Performance Standards**

Course Title: Grooming and Salon Services Core 1
Course Number: 8757210
Course Credit: .5

Course Description:

This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures. It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations. He/she will briefly review entrepreneurship competency.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
01.0 Identify career opportunities. – The student will be able to:			
01.01 Identify career opportunities in the grooming and salon services field.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The			

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
students will be able to:			
02.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
02.02 Explain emergency procedures to follow in response to workplace accidents.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
02.03 Create a disaster and/or emergency response plan.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7,		

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
03.0 Employ safe, sanitary, and efficient work practices. – The student will be able to:			SC.912.L.16.7, 8; SC.912.L.18.12; SC.912.P.8.2
03.01 Using universal precautions identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
03.02 Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions.	LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.N- Q1.1,1.3	
03.03 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002 (2), F.A.C.	LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.N- Q1.1,1.3	
03.04 Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.	LAFS.910.RI.1.1, 1.3, 2.4 LAFS.910.RI.3.8, 4.10 LAFS.910.W.1.2,		

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	2.4, 2.6, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS 910.L.1.1, 2.3, 3.6		
03.05 Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
04.0 Demonstrate language arts knowledge and skills. – The students will be able to:			
04.01 Locate, comprehend and evaluate key elements of oral and written information.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6		
04.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.	LAFS.910.RI.1.1, 1.2, 2.4,4.10 LAFS.910.W.1.2, a, b, c, d, e, f LAFS.910.W.2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.L1.1 a, b, 2.3, 3.4, a, b, c,		

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	d LAFS.910.L.3.6 LAFS.910.SL.1.1, 1.3, 2.4, 2.6		
04.03 Present information formally and informally for specific purposes and audiences.	LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6		
05.0 Demonstrate mathematics knowledge and skills. – The students will be able to:			
05.01 Identify math skills as it applies to grooming and salon services.			
05.02 Demonstrate knowledge of arithmetic operations.			
05.03 Analyze and apply data and measurements to solve problems and interpret documents.	LAFS.910.RI.1.2	MAFS.912.S-ID1.1,1.2	
05.04 Construct charts/tables/graphs using functions and data.	LAFS.910.W1.2	MAFS.912.S-ID2.5, 2.6	
06.0 Demonstrate science knowledge and skills. – The students will be able to:			SC.912.L.14.1, 2, 6, 9, 11, 12, 13, 16, 21, 29, 32, 33, 34, 36, 40, 42; SC.912.L.16.7, 8, 14; SC.912.L.17.16, 17; SC.912.L.18.3, 4, 11, 12; SC.912.N.2.2;

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
			SC.912.P.8.1, 2, 3, 7; SC.912.P.10.14, 15
06.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.	LAFS.910.SL1.1		SC.912.N.1.1
06.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.	LAFS.910.RI.1.2,3.7 LAFS.910.W.3.8 LAFS.910.SL.1.1,2.4	MAFS.912.S-IC.1.1, 2.3, 2.4, 2.5, 2.6	SC.912.N.1.1
06.03 Identify science as it applies to decontamination and infection control.	LAFS.910.RI.1.2,1.4 3.7,4.1		SC.912.N.1.1
06.04 Identify chemistry as it applies to products used in the salon.	LAFS.910.RI.1.2,1.4 3.7,4.1		SC.912.8.1,8.10,8.11, 8.8
06.05 Identify science as it applies to anatomy and physiology.	LAFS.910.RI.1.2,1.4 3.7,4.1		SC.912.N.14.11,14.12,14.16,14.17,14.19,14.20
06.06 Identify science as it applies to electricity and light therapy to perform appropriate treatment.	LAFS.910.RI.1.2,1.4 3.7,4.1		SC.912.P.10.15
07.0 Explain the importance of employability skill and entrepreneurship skills. – The students will be able to:			SC.912.N.4.2
07.01 Identify and demonstrate positive work behaviors needed to be employable.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.02 Develop personal career plan that includes goals, objectives, and strategies.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,		

CTE Standards and Benchmarks	FS-LA	NGSS-Sci	FS-MATH
	3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.03 Examine licensing, certification, and industry credentialing requirements.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.04 Maintain a career portfolio to document knowledge, skills, and experience.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.5, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.05 Evaluate and compare employment opportunities that match career goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
07.06 Identify and exhibit traits for retaining employment.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.07 Identify opportunities and research requirements for career advancement.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.08 Research the benefits of ongoing professional development.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
07.09 Examine and describe entrepreneurship opportunities as a career planning option.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,		

CTE Standards and Benchmarks	FS-LA	NGSS-Sci	FS-MATH
	3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.10 Project a professional image.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.11 Work individually and cooperatively as a member of a homogenous or culturally diverse team.	LAFS.910.RI.1.1, 1.3, 2.4 LAFS.910.RI.3.8, 4.10 LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.6 LAFS 910.L.1.1, 2.3, 3.6		
07.12 Utilize communication skills applicable to the industry.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.13 Balance personal and professional life.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9,		

CTE Standards and Benchmarks	FS-LA	NGSS-Sci	FS-MATH
	4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.14 Use and conserve resources and energy.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.15 Define entrepreneurship-management skills.	LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6		
07.16 Describe the importance of entrepreneurship to the American economy.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.17 List the advantages and disadvantages of business ownership.	LAFS.910.RI.1.1, 1.2, 2.4, 4.10.		

CTE Standards and Benchmarks	FS-LA	NGSS-Sci	FS-MATH
	LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6		
07.18 Identify the risks involved in ownership of a business.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.19 Identify the necessary personal characteristics of a successful entrepreneur.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.20 Identify the business skills needed to operate a small business efficiently and effectively.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:			

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
08.01 Employ leadership skills to accomplish organizational goals and objectives.	LAFS.910.SL.2.4		
08.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.	LAFS.910.SL.2.4		
08.03 Conduct and participate in meetings to accomplish work tasks.	LAFS.910.SL1.1		
08.04 Employ mentoring skills to inspire and teach others.	LAFS.910.SL1.1,2.4		
09.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:			
09.01 Identify and describe the services and legal responsibilities of financial institutions.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
09.02 Describe the effect of money management on personal and career goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.2	
09.03 Develop a personal budget and financial goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,	MA.912.F.4.1, 4.8	

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
09.04 Complete financial instruments for making deposits and withdrawals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.2	
09.05 Maintain financial records.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.2	
09.06 Read and reconcile financial statements.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.2	
09.07 Research, compare, and contrast investment opportunities.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10	MA.912.F.4.10, 4.11, 4.12, 4.14, 4.8, 4.9	

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
10.0 Describe the importance of professional ethics and legal responsibilities. – The students will be able to:			SC.912.L.14.6; SC.912.L.16.7
10.01 Demonstrate working knowledge of Florida Law, Chapter 477.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.02 Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		SC.912.L.14.60, 14.52, 16.7
10.03 Demonstrate knowledge of the “Florida Right- to-know” Law, Chapter 442.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,		

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.04 Evaluate and justify decisions based on ethical reasoning.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.05 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.06 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.07 Interpret and explain written organizational policies and procedures.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10		

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:			SC.912.L.14.6; SC.912.L.16.7
11.01 Describe the nature and types of business organizations.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
11.02 Explain the effect of key organizational systems on performance and quality.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
11.03 List and describe quality control systems and/or practices common to the workplace.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10		

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
11.04 Explain the impact of the global economy on business organizations.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6LAFS.910.SL.1.1		
12.0 Use information technology tools. – The students will be able to:			
12.01 Use personal information management (PIM) applications to increase workplace efficiency.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.K12.MP5 .1	
12.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3,		

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	3.4, 3.6		
12.03 Employ computer operations applications to access, create, manage, integrate, and store information.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
12.04 Employ collaborative/groupware applications to facilitate group work.	LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6		
13.0 Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:			
13.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.	LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1,		

CTE Standards and Benchmarks	FS-LA	NGSSS-Sci	FS-MATH
	1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6		
13.02 Employ critical thinking and interpersonal skills to resolve conflicts.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
13.03 Identify and document workplace performance goals and monitor progress toward those goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
13.04 Conduct technical research to gather information necessary for decision-making.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6	MAFS.912.S- IC1.1,2.6	
14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able			

CTE Standards and Benchmarks	FS-LA	NGSS-Sci	FS-MATH
to:			
14.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.02 Locate, organize and reference written information from various sources.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1,1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6		
14.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
14.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10		

CTE Standards and Benchmarks	FS-LA	NGSS-Sci	FS-MATH
	LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.05 Apply active listening skills to obtain and clarify information.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.06 Develop and interpret tables and charts to support written and oral communications.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.S- ID1.1,2.5,2.6	
14.07 Exhibit public relations skills that aid in achieving customer satisfaction.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		

**Florida Department of Education
Student Performance Standards**

Course Title: **Facials Specialty 2**
Course Number: **8757410**
Course Credit: **.5**

Course Description:

This course is designed to provide instruction in competencies in facials and massage.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	FS-MATH
15.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to:			
15.01 Choose the proper supplies, products, and equipment based on skin analysis and client consultation.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
15.02 Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6	SC.912.L8.1,8. 10,8.11	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	FS-MATH
	LAFS.1112.L.1.1, 2.3, 3.6		
15.03 Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	SC.912.L8.1,8. 10,8.11	
15.04 Demonstrate ability and knowledge to properly do a cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	SC.912.L8.1,8. 10,8.11	

Florida Department of Education
Student Performance Standards

Course Title: Facials Specialty 3
Course Number: 8757420
Course Credit: 1

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	FS-MATH
<p>16.0 Perform facials, manipulation, make-up, hair removal and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to:</p>			
<p>16.01 Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur.</p>	<p>LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		<p>SC.912.L8.1,8.10,8.11</p>
<p>16.02 Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur.</p>	<p>L LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		<p>SC.912.L8.1,8.10,8.11</p>
<p>16.03 Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs.</p>	<p>LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10</p>	<p>MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SR T1.2</p>	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	FS-MATH
	LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	MAFS.912.G-C1.2,1.4	
16.04 Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10,8.11
16.05 Choose the proper supplies, products, and equipment based on skin analysis and client consultation.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10,8.11
16.06 Assemble supplies and equipment.	L LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10,8.11
16.07 Perform a color analysis and facial balance.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3,	MAFS.912.G-CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SR T1.2 MAFS.912.G-	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	FS-MATH
	2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	C1.2,1.4	
16.08 Apply basic and/or corrective make-up.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10,8.11
16.09 Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10,8.11

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.

Special Notes

Please refer to 61G5-22.006 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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.

Career and Technical Student Organization (CTSO)

SkillsUSA, Inc. is the inter-curricular career and technical student organization 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.

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 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.

Florida Department of Education
Curriculum Framework

Course Title: Human Services Cooperative Education OJT
Course Type: Career Preparatory
Career Cluster: Human Services

Secondary – Cooperative Education - OJT

Course Number	8900420
CIP Number	07440799CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	Refer to the <u>Course Structure</u> section.
CTSO	FCCLA, 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 the Human Services cluster; 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 Human Services 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.

Human Services Cooperative 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
8900420	Human Services Cooperative Education OJT	HME EC OCC ϕ 7 %7%G FAM CON SC 1 BARBERING 7G COSMETOL @7 7G	Multiple Credits	2	

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

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.

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: Human Services Cooperative Education OJT
Secondary Number: 8900420

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.

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.

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 may need additional time (beyond 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.

Florida Department of Education
Curriculum Framework

Course Title: Human Services Directed Study
Career Cluster: Human Services

Secondary – Career Preparatory

Course Number	8901000
CIP Number	0744079901
Grade Level	11-12
Standard Length	Multiple credits
Teacher Certification	Refer to the Course Structure section.
CTSO	FCCLA

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Human Services cluster(s) that will enhance opportunities for employment in the career field chosen by the 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.

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 or occupational completion point 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
8901000	Human Services Directed Study	BARBERING 7G HME EC OCC 7 7G COSMETOL @7 7G FAM CON SC 1	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 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: Human Services Directed Study
Course Number: 8901000
Course Credit: 1

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 students assessed needs.
02.0	Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare 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	Design procedures to test the research.
02.04	Report, display and defend the results of investigations to audiences that may 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.

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.

Career and Technical Student Organization (CTSO)

FCCLA is the inter-curricular career and technical student organization(s) 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.

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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: Cosmetology
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory

Program Number	8905100
CIP Number	0612040102
Grade Level	9-12
Standard Length	8 credits
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-5012 Hairdressers, Hairstylists, and Cosmetologists

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 the Human Services career cluster; 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Cosmetology program is prepared for employment as a licensed Hairdressers, Hairstylists, and Cosmetologists (SOC 39-5012). Instruction is designed to qualify students for employment upon successfully obtaining a Cosmetology license.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

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:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8757210	Grooming and Salon Services Core 1	COSMETOL @7 7 G	.5 credit	39-5012	2	PA
	8905120	Cosmetology Nails 2		.5 credit		2	PA
	8905130	Cosmetology Facials 3		.5 credit		2	PA
	8905140	Cosmetology 4		1 credit		2	PA
	8905150	Cosmetology 5		1 credit		2	PA
	8905160	Cosmetology 6		1 credit		2	PA
	8905170	Cosmetology 7		1 credit		2	PA
	8905180	Cosmetology 8		1 credit		2	PA
	8905190	Cosmetology 9		1.5 credits		2	PA

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

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of science, mathematics, and english/language arts core academic and Career and Technical Education (CTE) professional educators. This initiative supports CTE programs to improve the academic and career and technical skills of students through the integration of academics and CTE. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics Honors	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1	Environmental Science
8757210	27/87 31%	11/80 14%	18/83 22%	15/69 22%	8/67 12%	13/69 19%	16/82 20%	13/66 20%	18/74 24%	11/72 15%	7/70 10%
8905120	12/87 14%	3/80 4%	7/83 8%	4/69 6%	4/67 6%	2/69 3%	8/82 10%	5/66 8%	9/74 12%	3/72 4%	4/70 6%
8905130	3/87 3%	3/80 4%	0/83 #	3/69 4%	0/67 #	3/69 4%	0/82 #	3/66 5%	0/74 #	3/72 4%	3/70 4%

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Genetics Honors	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1	Environmental Science
8905140	6/87 7%	4/80 5%	2/83 2%	10/69 14%	0/67 #	4/69 6%	4/82 5%	4/66 6%	7/74 9%	4/72 6%	3/70 4%
8905150	4/87 5%	4/80 5%	0/83 #	3/69 4%	0/67 #	3/69 4%	0/82 #	4/66 6%	1/74 1%	3/72 4%	3/70 4%
8905160	3/87 3%	3/80 4%	0/83 #	3/69 4%	0/67 #	3/69 4%	0/82 #	3/66 5%	0/74 #	3/72 4%	3/70 4%
8905170	4/87 5%	4/80 5%	0/83 #	3/69 4%	0/67 #	3/69 4%	0/82 #	4/66 6%	1/74 1%	3/72 4%	3/70 4%
8905180	8/87 9%	6/80 8%	3/83 4%	12/69 17%	3/67 4%	7/69 10%	5/82 6%	8/66 12%	8/74 11%	6/72 8%	5/70 7%
8905190	6/87 7%	5/80 6%	2/83 2%	10/69 14%	2/67 3%	6/69 9%	3/82 4%	7/66 11%	6/74 8%	5/72 7%	4/70 6%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8757210	10/67 15%	6/75 8%	4/54 7%	29/46 63%	29/45 64%	0/45 #	0/45 #
8905120	3/67 4%	0/75 #	9/54 17%	19/46 41%	19/45 42%	0/45 #	0/45 #
8905130	0/67 #	3/75 4%	6/54 11%	0/46 #	0/45 #	19/45 42%	19/45 42%
8905140	0/67 #	3/75 4%	0/54 #	0/46 #	0/45 #	19/45 42%	19/45 42%
8905150	0/67 #	3/75 4%	3/54 6%	0/46 #	0/45 #	19/45 42%	19/45 42%
8905160	0/67 #	3/75 4%	2/54 3%	0/46 #	0/45 #	19/45 42%	19/45 42%
8905170	0/67 #	3/75 4%	1/54 2%	0/46 #	0/45 #	19/45 42%	19/45 42%
8905180	3/67 4%	4/75 5%	0/54 #	0/46 #	#0/45 #	19/45 42%	19/45 42%
8905190	3/67 4%	4/75 5%	2/54 4%	0/46 #	#0/45 #	19/45 42%	19/45 42%

** Alignment pending review

Alignment attempted, but no correlation to academic course

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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.

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

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

Students wishing to complete the Cosmetology program, OCP A – Hairdresser and Cosmetologist, shall complete the requirements listed in Rule 61G5-22 that outline the basic curriculum which shall be used in cosmetology schools in the State of Florida. This curriculum includes definitions, level of acceptable competency, knowledge of Florida law, and sanitation and sterilization practices. Additional curriculum requirements are listed in the table below:

Rule Cite	Number and Type of Service Required
61G5-22.006, F.A.C.	Ten (10) facials including skin care and hair removal
61G5-22.0125, F.A.C.	Twenty (20) manicuring/pedicuring/nail extension services
61G5-22.007, F.A.C.	Seventy-five (75) hair shaping services
61G5-22.008, F.A.C.	Forty-five (45) scalp treatments and hair care rinses
61G5-22.009, F.A.C.	Fifty (50) shampoos and rinses
61G5-22.010, F.A.C.	Three hundred (300) hair arranging/styling services
61G5-22.011, F.A.C.	Forty-five (45) hair coloring services
61G5-22.012, F.A.C.	Sixty-five (65) chemical waving and relaxing/straightening services

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 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
- 15.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals.
- 16.0 Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing.
- 23.0 Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 24.0 Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 25.0 Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 26.0 Identify and perform permanent waving/reconstruction and curl/ chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. Be able to demonstrate proper procedure and application of chemicals.
- 27.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin and be able to describe, measure, and predict chemical reactions. Demonstrate proper procedures including the measurement, mixing and application of chemicals.

**Florida Department of Education
Student Performance Standards**

Course Title: Grooming and Salon Services Core 1
Course Number: 8757210
Course Credit: .5

Course Description:

This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures. It provides competencies in hair shampooing and conditioning, trimming and shaping hair using clippers, shears and razors.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
01.0 Identify career opportunities. -- The student will be able to:			
01.01 Identify career opportunities in the grooming and salon services field.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
02.0 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:			
02.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.	LAFS.910.RI.1.1, 1.2		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
02.02 Explain emergency procedures to follow in response to workplace accidents.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
02.03 Create a disaster and/or emergency response plan.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
03.0 Employ safe, sanitary and efficient work practices.-- The student will be able to:			SC.912.L.16.7, 8; SC.912.L.18.12; SC.912.P.8.2
03.01 Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS,910.W.1.2, a, b, c, d, e LAFS.910.W.3.7, 3.8, 4.10 LAFS.910.W.3.8 LAFS910.L.1.1, 2.3, 4.10		
03.02 Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions.	LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.N- Q1.1,1.3	SC.912.L.16.7
03.03 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C.	LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.N- Q1.1,1.3	
03.04 Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.	LAFS.910.RI.1.1, 1.3, 2.4 LAFS.910.RI.3.8, 4.10 LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.6		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.910.L.1.1, 2.3, 3.6		
03.05 Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
04.0 Demonstrate language arts knowledge and skills. -- The students will be able to:			
04.01 Locate, comprehend and evaluate key elements of oral and written information.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6		
04.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.	LAFS.910.RI.1.1, 1.2, 2.4,4.10 LAFS.910.W.1.2, a, b, c, d, e, f LAFS.910.W.2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.L1.1 a,		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	b, 2.3, 3.4, a, b, c, d LAFS.910.L.3.6 LAFS.910.SL.1.1, 1.3, 2.4, 2.6		
04.03 Present information formally and informally for specific purposes and audiences.	LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6		
05.0 Demonstrate mathematics knowledge and skills. -- The students will be able to:			
05.01 Identify math skills as it applies to grooming and salon services.			
05.02 Demonstrate knowledge of arithmetic operations.			
05.03 Analyze and apply data and measurements to solve problems and interpret documents.	LAFS.910.RI.1.2	MAFS.912.S-ID1.1, 1.2	
05.04 Construct charts/tables/graphs using functions and data.	LAFS.910.W1.2	MAFS.912.S-ID.2.5, 2.6	
06.0 Demonstrate science knowledge and skills. -- The students will be able to:			SC.912.L.14.1, 2, 6, 9, 11, 12, 13, 16, 21, 29, 32, 33, 34, 36, 40, 42; SC.912.L.16.7, 8, 14; SC.912.L.17.16, 17; SC.912.L.18.3, 4, 11, 12; SC.912.N.2.2;

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
			SC.912.P.8.1, 2, 3, 7; SC.912.P.10.14, 15
06.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.	LAFS.910.SL1.1		SC.912.N.1.1
06.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.	LAFS.910.RI.1.2, 3.7 LAFS.910.W.3.8 LAFS.910.SL.1.1, 2.4	MAFS.912.S-IC.1.1, 2.3, 2.4, 2.5, 2.6	SC.912.N.1.1
06.03 Identify science as it applies to decontamination and infection control.	LAFS.910.RI.1.2, 1.4 3.7, 4.1		SC.912.N.1.1
06.04 Identify chemistry as it applies to products used in the salon.	LAFS.910.RI.1.2, 1.4 3.7, 4.1		SC.912.8.1, 8.10, 8.11, 8.8
06.05 Identify science as it applies to anatomy and physiology.	LAFS.910.RI.1.2, 1.4 3.7, 4.1		SC.912.N.14.11, 14.12, 14.16, 14.17, 14.19, 14.20
06.06 Identify science as it applies to electricity and light therapy to perform appropriate treatment.	LAFS.910.RI.1.2, 1.4 3.7, 4.1		SC.912.P.10.15
07.0 Explain the importance of employability skill and entrepreneurship skills. -- The students will be able to:			SC.912.N.4.2
07.01 Identify and demonstrate positive work behaviors needed to be employable.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
07.02 Develop personal career plan that includes goals, objectives, and strategies.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.03 Examine licensing, certification, and industry credentialing requirements.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.04 Maintain a career portfolio to document knowledge, skills, and experience.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.5, 2.6, 3.7, 3.8, 3.8,4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.05 Evaluate and compare employment opportunities that match career goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2,		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.06 Identify and exhibit traits for retaining employment.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.07 Identify opportunities and research requirements for career advancement.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.08 Research the benefits of ongoing professional development.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2,		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
07.09 Examine and describe entrepreneurship opportunities as a career planning option.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.10 Project a professional image.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.11 Work individually and cooperatively as a member of a homogenous or culturally diverse team.	LAFS.910.RI.1.1, 1.3, 2.4 LAFS.910.RI.3.8, 4.10 LAFS.910.W.1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.6		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.910.L.1.1, 2.3, 3.6		
07.12 Utilize communication skills applicable to the industry.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.13 Balance personal and professional life.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.14 Use and conserve resources and energy.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.15 Define entrepreneurship-management skills.	LAFS.910.RI.1.1, 1.2, 2.4, 4.10.		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6		
07.16 Describe the importance of entrepreneurship to the American economy.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.17 List the advantages and disadvantages of business ownership.	LAFS.910.RI.1.1, 1.2, 2.4, 4.10. LAFS.910.W.1.2, 2.4, 3.6, 3.8, 3.9, 4.10 LAFS.910.L.1.1, 3.4, 3.6		
07.18 Identify the risks involved in ownership of a business.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.19 Identify the necessary personal characteristics of a successful entrepreneur.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
07.20 Identify the business skills needed to operate a small business efficiently and effectively	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
08.0 Demonstrate personal money-management concepts, procedures, and strategies. -- The students will be able to:			
08.01 Identify and describe the services and legal responsibilities of financial institutions.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
08.02 Describe the effect of money management on personal and career goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4,	MA.912.F.4.2	

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
08.03 Develop a personal budget and financial goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.1, 4.8	
08.04 Complete financial instruments for making deposits and withdrawals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.2	
08.05 Maintain financial records.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6	MA.912.F.4.2	

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.910.L.1.1, 2.3, 3.6		
08.06 Read and reconcile financial statements.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MA.912.F.4.2	
08.07 Research, compare and contrast investment opportunities.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6	MA.912.F.4.10, 4.11, 4.12, 4.14, 4.8, 4.9	
09.0 Describe the importance of professional ethics and legal responsibilities. -- The students will be able to:			SC.912.L.14.6; SC.912.L.16.7
09.01 Demonstrate working knowledge of Florida Law, Chapter 477.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1,		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
09.02 Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		SC.912.L.14.6,14. 52, 16.7
09.03 Describe "Right-to-Know" Law as recorded in (29 CFR-1910.1200).	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
09.04 Evaluate and justify decisions based on ethical reasoning.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
09.05 Evaluate alternative responses to workplace situations	LAFS.910.RI.1.1,		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
based on personal, professional, ethical, legal responsibilities, and employer policies.	1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
09.06 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
09.07 Interpret and explain written organizational policies and procedures.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
10.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger			SC.912.L.14.6; SC.912.L.16.7

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
environment. -- The students will be able to:			
10.01 Describe the nature and types of business organizations.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.02 Explain the effect of key organizational systems on performance and quality.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.03 List and describe quality control systems and/or practices common to the workplace.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
10.04 Explain the impact of the global economy on business organizations.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6 LAFS.910.SL.1.1		
11.0 Use information technology tools. -- The students will be able to:			
11.01 Use personal information management (PIM) applications to increase workplace efficiency.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.K12.MP5.1	
11.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
11.03 Employ computer operations applications to access, create, manage, integrate, and store information.	LAFS.910.RI.1.1, 1.2		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6		
11.04 Employ collaborative/groupware applications to facilitate group work.	LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1, a, b, 2.3, 3.5, 3.6		
12.0 Solve problems using critical thinking skills, creativity, and innovation. --The students will be able to:			
12.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.	LAFS.910.RI.1.1, 1.2, 2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.W.1.2 a, b, c, d, e LAFS.910.W.2.4, 2.5, 2.6, 3.7, 3.8, 3.9,a,b, 4.10 LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6 LAFS.910.L.1.1,		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	a, b, 2.3, 3.5, 3.6		
12.02 Employ critical thinking and interpersonal skills to resolve conflicts.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
12.03 Identify and document workplace performance goals and monitor progress toward those goals.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
12.04 Conduct technical research to gather information necessary for decision-making.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10 LAFS910.L.1.1, 2.3, 3.4, 3.6	MAFS.912.S-IC1.1, 2.6	

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
13.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. -- The students will be able to:			
13.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
13.02 Locate, organize and reference written information from various sources.	LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.8, 3.9, 4.10 LAFS.910.W1.2, 2.4, 2.6, 3.8, 3.9, 4.10 LAFS,910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS.910.L.1.1, 2.3, 3.4, 3.6		
13.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.	LAFS.910.RI.1.1, 1.2 LAFS.910.RI.2.4, 3.7, 3.8, 3.9, 4.10 LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6 LAFS,910.W.1.2, a, b, c, d, e, 2.4, 2.6, LAFS.910.W.3.7, 3.8, 4.10		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	LAFS.910.L.1.1, 2.3, 3.4, 3.6		
13.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
13.05 Apply active listening skills to obtain and clarify information.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
13.06 Develop and interpret tables and charts to support written and oral communications.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.S- ID1.1,2.5,2.6	
13.07 Exhibit public relations skills that aid in achieving customer satisfaction.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9,		

CTE Standards and Benchmarks	FS- LA	FS-MATH	NGSSS-Sci
	4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6,3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology Nails 2
Course Number: 8905120
Course Credit: .5

Course Description:

This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
<p>14.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals (students are only required to perform 20 nails procedures to obtain a cosmetology license, refer to rule 61G5-22.0125). -- The student will be able to:</p>			<p>SC.912.L.14.6, 11, 12, 16, 20, 21, 29, 33, 34, 36, 43, 50, 51 SC.912.L.17.16, 17; SC.912.L.18.3, 4, 12; SC.912.N.1.3; SC.912.N.2.2; SC.912.P.8.2, 7; SC.912.P.8.7, SC.912.P.10.4</p>
<p>14.01 Clean and maintain implements by using appropriately mixed chemicals (EPA approved and hospital grade.) and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. Assemble, set up, and operate equipment according to manufacturer’s instructions.</p>	<p>LAFS.910.RI.1.1, 1.3, 2.4, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6</p>		<p>SC.912.L.16.7</p>
<p>14.02 Demonstrating knowledge of chemical products and ability to follow the manufacturer’s directions, correctly remove the nail polish from the natural nail.</p>	<p>LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6</p>		<p>SC.912.L.8.1,8.10</p>

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	LAFS.910.L.1.1, 2.3, 3.6		
14.03 Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.04 Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails.	LAFS. 910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS. 910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS. 910.SL.1.1, 1.3, 2.4, 2.6	MAFS.912.G- CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1. 2 MAFS.912.G- C1.2,1.4	SC.912.L8.1,8.10, 8.11
14.05 Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10, 8.11
14.06 Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10		SC.912.L8.1,8.10, 8.11

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.07 Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10, 8.11
14.08 Prepare the natural nail for the application of an artificial nail by utilizing knowledge of anatomy of nails and hands and product reaction on the nails.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910SL.1.1, 1.3, 2.4, 2.6 LAFS.910L.1.1, 2.3, 3.6		SC.912.L8.1,8.10, 8.11
14.09 Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.G- CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1. 2 MAFS.912.G- C1.2,1.4	
14.10 Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10		SC.912.L8.1,8.10, 8.11

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.11 Demonstrate the correct application procedure of nail forms and caps by following all safety and sanitation procedures.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		
14.12 Correctly apply artificial material to the natural nail following all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of angles and shapes to mold into a natural looking nail. Follow all manufacturers' directions.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6	MAFS.912.G- CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1. 2 MAFS.912.G- C1.2,1.4	
14.13 Following all manufactures directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and or to the full natural nail. Demonstrate knowledge of diseases and disorders of the nail and relationships of size to mold the artificial nail into a natural looking nail.	LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6		

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
<p>14.14 Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail.</p>	<p>LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6</p>		
<p>14.15 Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface.</p>	<p>LAFS.910RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6</p>		<p>SC.912.L8.1,8.10, 8.11</p>
<p>14.16 Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance.</p>	<p>LAFS.910.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.910.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.910.SL.1.1, 1.3, 2.4, 2.6 LAFS.910.L.1.1, 2.3, 3.6</p>		

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology Facials 3
Course Number: 8905130
Course Credit: .5

Course Description:

This course is designed to provide the student with an opportunity to develop competencies in facials and related massage, and makeup. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

CTE Standards and Benchmarks	FS-LA	FS- Math	NGSSS-Sci
15.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals (students are only required to perform 10 facial procedures to obtain a cosmetology license, Refer to rule 61G5-22.006). -- The student will be able to:			
15.01 Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
15.02 Choose the proper supplies, products, and equipment based on skin analysis and client consultation.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4,		

CTE Standards and Benchmarks	FS-LA	FS- Math	NGSSS-Sci
	2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
15.03 Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10, 8.11
15.04 Demonstrate knowledge of available treatments and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L8.1,8.10, 8.11
15.05 Demonstrate ability and knowledge to properly do a final cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6		SC.912.L8.1,8.10, 8.11

CTE Standards and Benchmarks	FS-LA	FS- Math	NGSSS-Sci
	LAFS.1112.L.1.1 , 2.3, 3.6		
15.06 Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur.	LAFS.1112.RI.1. 1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1. 2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1 , 2.3, 3.6		SC.912.L8.1,8.10, 8.11
15.07 Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur.	L LAFS.1112.RI.1. 1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1. 2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1 , 2.3, 3.6		SC.912.L8.1,8.10, 8.11
15.08 Shape eyebrows by tweezing and waxing incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs	LAFS.1112.RI.1. 1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1. 2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1 , 2.3, 3.6	MAFS.912.G- CO1.1, 1.5, 2.6, 3.9, 4.1 MAFS.912.SRT1.2 MAFS.912.G- C1.2,1.4	
15.09 Apply make-up based on the client's needs and desires,	LAFS.1112.RI.1.		SC.912.L8.1,8.10,

CTE Standards and Benchmarks	FS-LA	FS- Math	NGSSS-Sci
<p>using proper safety procedures and appropriate application procedures and products, and utilizing knowledge of color theory and chemical reactions to the skin before application.</p>	<p>1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		<p>8.11</p>

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 4
Course Number: 8905140
Course Credit: 1

Course Description:

This course provides an opportunity to learn competencies in hair shampooing and scalp treatments.

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
<p>16.0 Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing. -- The student will be able to:</p>			<p>SC.912.L.14.19; SC.912.L.18.4,11, 12; SC.912.P.8.2, 4, 6, 7, 8, 10</p>
<p>16.01 Prepare the client for service. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Demonstrate the practice of effective draping of the client to insure safety in the workplace and community.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		
<p>16.02 Analyze and evaluate the hair’s chemical composition and structure.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10</p>		<p>SC.912.L.18.4; P.8.2, 8.8, 8.6, 8.11</p>

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
16.03 Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client’s needs	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P.8.2,8.8,8.6,8.11
16.04 Understand the chemical reaction of the shampoo molecule on the hair and scalp and utilize proper manipulations.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P.8.2,8.8,8.6,8.11
16.05 Rinse shampoo thoroughly from hair and scalp. Understand the chemical reaction of shampoo with water composition, temperature and electrostatic force of each.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P.8.2,8.8,8.6,8.11

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
<p>16.06 Identify different compositions of conditioners. Utilize problem solving skills determine the appropriate products and applications to communicate an understanding of factors that influence the choice of products to meet client's needs.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		<p>SC.912.L.18.4,P. 8.2,8.8,8.6,8.11</p>
<p>16.07 Apply treatment or conditioner according to manufacturer's directions.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		
<p>16.08 Demonstrate the proper manipulation based on the scalp analysis and client consultation.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		
<p>16.09 Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays). Have working knowledge of the effects of electricity and light as it deals with the scalp chemically and physically. Utilize</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2</p>		<p>SC.912.P.10.15</p>

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
<p>problem-solving skills to determine the proper procedure to meet client's needs.</p>	<p>, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		
<p>16.10 Remove conditioner or treatment, if required. Understand the chemical reaction of conditioners/treatments with the water, manufacturing recommendations, and client's needs.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		<p>SC.912.L.18.4,P. 8.2,8.8,8.6,8.11</p>

**Florida Department of Education
Student Performance Standards**

Course Title: Cosmetology 5
Course Number: 8905150
Course Credit: 1

Course Description:

This course provides an opportunity to learn competencies in hair shaping and instruction in the selection of proper hair cutting, implements and proper style selection.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
17.0 Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. -- The student will be able to:			SC.912.L.14.12, SC.912.N.4.2
17.01 Select and utilize hair cutting implements and techniques using scissors, razors, clippers, texturizing implements, and utilizing universal precautions. Select proper implements, identify implement parts, and utilize implements properly by using knowledge of hair structure and condition of the hair.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
17.02 Make a decision using active listening and knowledge of hair to determine desired implementation and results. Divide the head into sections according to head structure	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10	MAFS.912.G- CO.1.1,1.4,4.12	

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
<p>of client for desired haircut (dry/wet). Use appropriate elevation and proceed with hair cut to obtain desired results, (solid form, graduated, layered, over-directed and combinations thereof).</p>	<p>LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>		
<p>17.03 Edge and clean neckline using the bone structure of the head and texture of the hair to the appropriate shape and length, using the razor, clipper or scissors.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>	<p>MAFS.912.G- CO.1.1,1.4,4.12</p>	
<p>17.04 Check completed haircut for blends by analyzing the relationship between the hair remaining on the client's head to the stature of the client using the different degree of elevation of hair.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>	<p>MAFS.912.G-CO.1.1,</p>	
<p>17.05 Decontaminate and maintain cutting implements using appropriately mixed chemicals (EPA approved and hospital grade) and following the manufacturer's directions and the procedure for decontamination of tools per Chapter 61G5-22.005, F.A.C.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.</p>		

CTE Standards and Benchmarks	FS- LA	FS-Math	NGSSS-Sci
	1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 6
Course Number: 8905160
Course Credit: 1

Course Description:

This course gives the student an opportunity to develop competencies in hairstyling.

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
<p>18.0 Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing hairstyles on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. -- The student will be able to:</p>			
<p>18.01 Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs by demonstration of knowledge of planes, angles, anatomy and law of color.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>	<p>MAFS.912.G-CO.1.1</p>	
<p>18.02 Perform “wet set” using principles of design (i.e. hair sculpturing, rollers and finger waves).</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6</p>	<p>MAFS.912.G-CO.1.1</p>	

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	LAFS.1112.L.1.1, 2.3, 3.6		
18.03 Set up equipment and perform thermal styling using electric rollers, blow dryers, flat irons, curling irons, crimping irons, pressing comb using principles of design.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	MAFS.912.G- CO.1.1	
18.04 Demonstrate the principles of styling the client's hair utilizing knowledge of anatomy, angles and planes in "combing-out" various hairstyles.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	MAFS.912.G- CO.1.1,1.2	
18.05 Demonstrate knowledge of braiding natural hair techniques by utilizing knowledge of anatomy and mathematics.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	MAFS.912.G- CO.1.1,1.2	
18.06 Demonstrate ability in styling individual hairpieces by utilizing knowledge of chemistry, angles and planes.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,	MAFS.912.G- CO.1.1	

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
18.07 Demonstrate ability to create hairstyles by incorporating, attaching and blending hairpieces into the desired hairstyle.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	MAFS.912.G- CO.1.1,1.2	

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 7
Course Number: 8905170
Course Credit: 1 credit

Course Description:

This course gives the student an opportunity to develop competencies in preparation and principles of design and fitting of wigs and hairpieces.

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
<p>19.0 Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. --The student will be able to:</p>			<p>SC.912.L.14.12, SC.912.N.4.2</p>
<p>19.01 Determine and identify the geometric shapes of artificial hair, including wigs and hairpieces. Calculate the relationships of color theory and its chemical make-up necessary to achieve the desired result.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6</p>	<p>MAFS.912.G- GMD.2.4</p>	
<p>19.02 Measure client's head form as it relates to the similarity and proportionality of the individual wig or hairpiece.</p>	<p>LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6</p>	<p>MAFS.912.G- MG.1.1</p>	

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	LAFS.1112.L.1.1, 2.3, 3.6		
19.03 Cleanse and cut artificial hair utilizing chemical theory and practical application necessary to achieve the desired result.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
19.04 Secure and intertwine artificial hair to the scalp or hair using chemical bonding compound or by interlocking with a needle or hook to achieve the desired style.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9, 4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 8
Course Number: 8905180
Course Credit: 1

Course Description:

This course is designed to provide competencies in permanent waving/ reconstruction curl/chemical relaxing. Instruction in analyzing the hair, selection of approximate solutions and implements are also provided.

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
20.0 Identify and perform permanent waving/reconstruction and curl/chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. Be able to demonstrate proper procedure and application of chemicals. --The student will be able to:			SC.912.L.14.43; SC.912.L.17.16, 17; SC.912.P.12.12
20.01 Analyze scalp and hair for skin or hair disease or disorders to avoid adverse reaction and determine that proper chemical for the client.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11
20.02 Select appropriate solution and strength, by measuring and mixing, according to hair texture and desired results.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6	MAFS.912.N- Q.1.1,1.2,1.3	SC.912.N.1.1

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	LAFS.1112.L.1.1, 2.3, 3.6		
20.03 Demonstrate knowledge of chemical and physical changes.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11
20.04 Demonstrate knowledge of possible adverse chemical reactions to the skin. Apply a protective barrier cream to avoid client injury.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11
20.05 Apply the proper chemicals required for a rearranger or chemical relaxer to achieve desired result.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11
20.06 Demonstrate knowledge of the chemical reaction of chemical relaxer or reconstructive curl to determine the	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8,		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
necessary processing time.	3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
20.07 Read, analyze and perform rinsing or shampooing as per manufacturer's instructions to avoid adverse chemical reactions.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11
20.08 Demonstrate knowledge of the proper selection of rods and wrapping techniques to achieve desired results.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	MAFS.912.G- GMD.2.4	
20.09 Demonstrate the ability to apply the processing solution for the appropriate time and perform test curl.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8,		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11,P .10.7

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
20.10 Demonstrate the ability to rinse, blot, shampoo, and/or neutralize all chemical solutions.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P.8.2,8.8,8.6,8.11,P.10.7
20.11 Demonstrate the ability to remove rods and apply knowledge of chemicals to condition, normalize and style hair to the desired result and to record the results.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P.8.2,8.8,8.6,8.11,P.10.7
20.12 Demonstrate chemical knowledge and application of in leave-in treatments and record the results.	LAFS.1112.RI.1.1, 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2, a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1,		SC.912.L.18.4,P.8.2,8.8,8.6,8.11

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	2.3, 3.6		

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 9
Course Number: 8905190
Course Credit: 1.5

Course Description:

This course is designed to provide instruction in all types of hair coloring and bleaching. This instruction includes analysis of hair and scalp, performance of predisposition test, selection of correct supplies and equipment.

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
21.0 Identify and apply temporary, semi-permanent, permanent color, bleach and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin. Identify, measure, and predict chemical reactions. Demonstrate proper procedure and application of chemicals. -- The student will be able to:			SC.912.L.17.16, 17; SC.912.P.12.12
21.01 Perform an FDA mandated patch test (predisposition, skin, and allergy test), to determine client sensitivity to product. Decide whether to apply patch test and use appropriate application procedure. Mix chemicals following manufacturer's directions.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9.4.10 LAFS.1112.W.1.2 a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	MAFS.912.N- Q.1.1, 1.2, 1.3	SC.912.L.18.4,P. 8.2,8.8,8.6,8.11,
21.02 Describe, observe, identify and analyze the functions, structures, diseases, and disorders of the scalp and hair.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9.4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1,		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11,

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
21.03 Analyze the hair's texture, density, elasticity, porosity and condition to determine the appropriate solutions needed to perform the service and obtain the desired results. Select and assemble all needed materials after analysis.	2.3, 3.6 LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
21.04 Divide the hair into appropriate sections to visualize the scalp for proper application of product.	LAFS.1112.RI.1.1 , 1.2, 2.4, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6	MAFS.912.G-CO.1.1, 4.12 MAFS.912.NQ.1. 1, 1.2, 1.3	
21.05 Mix, if required, and apply appropriate color, toner, and/or bleach according to manufacturer's directions. Use proper safety equipment to safeguard the student, operator, and client.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
21.06 Perform a strand test to determine desired color using proper procedures. Follow all safety and sanitation procedures.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1.		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11,

CTE Standards and Benchmarks	FS-LA	FS-Math	NGSSS-Sci
	1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
21.07 Identify and perform specialty-coloring techniques using the knowledge of ratios and proportions to analyze the density and texture of the client's hair and determine the techniques needed to properly section and apply product.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		
21.08 Choose the appropriate shampoo to cleanse the hair using knowledge of shampoo chemistry before or after applying color according to manufacturer's instructions. Remove unwanted color stains on the skin if needed using appropriate products and complete the client consultation card.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11,
21.09 Analyze the hair to determine if a conditioner or normalizing conditioner is needed either before or after shampooing using the knowledge of the chemistry of conditioners. Follow manufacturer's directions. Complete the client consultation card.	LAFS.1112.RI.1.1 , 1.3, 2.4, 3.8, 3.9,4.10 LAFS.1112.W.1.2 , a,b,c,d,e, 2.4, 2.6, 3.7, 3.8, 3.8, 4.10 LAFS.1112.SL.1. 1, 1.3, 2.4, 2.6 LAFS.1112.L.1.1, 2.3, 3.6		SC.912.L.18.4,P. 8.2,8.8,8.6,8.11,

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.

Special Notes

Students wishing to complete the Cosmetology program, Hairdresser and Cosmetologist, shall complete the requirements listed in Rule 61G5-22 that outline the basic curriculum which shall be used in cosmetology schools in the State of Florida. This curriculum includes definitions, level of acceptable competency, knowledge of Florida law, and sanitation and sterilization practices. Additional curriculum requirements are listed in the table below:

Rule Cite	Number and Type of Service Required
61G5-22.006, F.A.C.	Ten (10) facials including skin care and hair removal
61G5-22.0125, F.A.C.	Twenty (20) manicuring/pedicuring/nail extension services
61G5-22.007, F.A.C.	Seventy-five (75) hair shaping services
61G5-22.008, F.A.C.	Forty-five (45) scalp treatments and hair care rinses
61G5-22.009, F.A.C.	Fifty (50) shampoos and rinses
61G5-22.010, F.A.C.	Three hundred (300) hair arranging/styling services
61G5-22.011, F.A.C.	Forty-five (45) hair coloring services
61G5-22.012, F.A.C.	Sixty-five (65) chemical waving and relaxing/straightening services

Optional curricula may include beauty salon management as outlined in 61G5-22.014, F.A.C. This curriculum is not mandatory for the certification examination.

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.

Career and Technical Student Organization (CTSO)

SkillsUSA is the inter-curricular career and technical student organization 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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: Personal Trainer
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory

Program Number	8907100
CIP Number	0331050704
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	HOSA
SOC Codes (all applicable)	39-9031 Fitness Trainers and Aerobics Instructors

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 the Human Services career cluster; 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 Human Services career cluster.

The content includes, but is not limited to, fitness training principles, human anatomy and systems, and concepts related to health, nutrition and fitness. The purpose of this program is to prepare students for employment as certified personal or fitness trainers.

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 occupational completion point.

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:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8907110	Personal Trainer 1	PERS FIT TR 7G	1 credit	39-9031	2	
	8907120	Personal Trainer 2		1 credit	39-9031	2	
	8907130	Personal Trainer 3		1 credit	39-9031	2	
	8907140	Personal Trainer 4		1 credit	39-9031	2	

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

Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
Course #1	0/87 0%	0/80 0%	0/83 0%	0/69 0%	0/67 0%	0/70 0%	0/69 0%	0/82 0%	0/66 0%	0/74 0%	0/72 0%
Course #2	0/87 0%	0/80 0%	0/83 0%	0/69 0%	0/67 0%	0/70 0%	0/69 0%	0/82 0%	0/66 0%	0/74 0%	0/72 0%
Course #3	0/87 0%	0/80 0%	0/83 0%	0/69 0%	0/67 0%	0/70 0%	0/69 0%	0/82 0%	0/66 0%	0/74 0%	0/72 0%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
Course #1	0/67 0%	0/75 0%	0/54 0%	0/46 0%	0/45 0%	0/45 0%	0/45 0%
Course #2	0/67 0%	0/75 0%	0/54 0%	0/46 0%	0/45 0%	0/45 0%	0/45 0%

Course #3	0/67 0%	0/75 0%	0/54 0%	0/46 0%	0/45 0%	0/45 0%	0/45 0%
-----------	------------	------------	------------	------------	------------	------------	------------

** Alignment pending review

Alignment attempted, but no correlation to academic course

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. The FS for Mathematical Practices are designed for grades K-12 and 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.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction 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. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

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 of physical activity, exercise and physical fitness.
- 02.0 Demonstrate understanding of physical fitness training principles.
- 03.0 Demonstrate knowledge of current and legal issues related to fitness and wellness.
- 04.0 Identify and discuss energy systems (bioenergetics systems).
- 05.0 Identify and describe the cardiovascular, respiratory and musculoskeletal systems.
- 06.0 Demonstrate an understanding of extreme exercise responses, injuries and precautions.
- 07.0 Demonstrate knowledge of kinesiology and human movement.
- 08.0 Demonstrate knowledge of the muscular system of the human body.
- 09.0 Demonstrate knowledge of exercise science.
- 10.0 Identify the benefits of and barriers to physical activity and the consequences of physical inactivity.
- 11.0 Identify and understand models of health-related behavior change.
- 12.0 Understand the psychological considerations of learning.
- 13.0 Demonstrate knowledge of cardiorespiratory fitness.
- 14.0 Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity.
- 15.0 Demonstrate understanding of risk factors.
- 16.0 Describe and evaluate different cardiorespiratory endurance testing options.
- 17.0 Identify and analyze health issues related to nutrition.
- 18.0 Demonstrate understanding of concepts related to resistance training.
- 19.0 Demonstrate knowledge of concepts related to flexibility.
- 20.0 Understand the responsibilities and scope of practice for a Certified Personal Trainer.
- 21.0 Identify methods of managing special populations and medical conditions.
- 22.0 Describe and design various health and fitness programs.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 1
Course Number: 8907110
Course Credit: 1

Course Description:

The students will understand the most important components of physical fitness. Body composition, cardiorespiratory endurance, flexibility, muscular endurance and muscle strength will be explained and demonstrated. Physical activity, exercise and fitness terms will be clarified so that the students can describe the difference between health related fitness and fitness conditioning. Physical fitness training principles such as the principles of adaptation, progressive overload, specificity and program progression will be clearly defined in this section. These training principles will lead to defining what is the specificity Principle and dynamic stretching. Basic understanding of these concepts will lead them to the next section of Kinesiology and the muscular system.

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
01.0	Demonstrate knowledge of physical activity, exercise, and physical fitness. – The student will be able to:		
01.01	Demonstrate an understanding of physical activity.		
01.02	Identify and explain the benefits of exercise.		
01.03	Identify and explain the five components of physical fitness: body composition, cardiorespiratory endurance, flexibility, muscular endurance, and muscular strength.		
01.04	Evaluate the differences between health-related fitness and fitness conditioning.		
02.0	Demonstrate understanding of physical fitness training principles. – The student will be able to:		
02.01	Define the principles of adaptation, progressive overload, specificity and program progression.		
02.02	Demonstrate knowledge of the Specificity Principle.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
02.03 Define dynamic stretching and identify dynamic stretches for warm-up and cool-down.		
03.0 Demonstrate knowledge of current legal issues related to fitness and wellness. – The student will be able to:		
03.01 Define basic legal terms.		
03.02 Demonstrate understanding of negligence.		
03.03 Define and understand contract law, labor law, antitrust law, and workers' compensation law.		
03.04 Identify and understand disability laws.		
03.05 Demonstrate understanding of the legal duties of athletic administrators and coaches.		
03.06 Define and understand gender equity.		
03.07 Select a current legal issue related to fitness and wellness; prepare an outline and deliver an oral presentation on the selected topic.		
04.0 Identify and discuss energy systems (bioenergetics systems). – The student will be able to:		
04.01 Demonstrate an understanding of the three energy systems (adenosine triphosphate, anaerobic, aerobic).		
04.02 Define and explain each energy system and how each system is used during different types of exercise.		

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 2
Course Number: 8907120
Course Credit: 1

Course Description:

The students will be able to identify and describe the cardiovascular, respiratory, and musculoskeletal systems and their functions. The lessons will include the understanding of extreme exercise responses, injuries and precautions such as traumatic (acute/chronic) muscle and joint injuries and how to address them. Kinesiology will include biomechanics, anatomical terminology and muscle movement. The muscular system of the human body is extremely important subject for a personal fitness student to be completely familiar with. Exercise science concepts such as dose-response relationship of exercise, fitness in active adults, benefits of flexibility and resistance training, consequences of inactivity, obesity, perceived barriers to exercise, wellness motivational theory and the Trans theoretical Model of behavior change are also covered in this lesson.

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
05.0	Identify and describe the cardiovascular, respiratory, and musculoskeletal systems. – The student will be able to:		
05.01	Demonstrate an understanding of the cardiovascular system and its functions.		
05.02	Demonstrate an understanding of the respiratory system and its functions.		
05.03	Demonstrate an understanding of the musculoskeletal system and its functions.		
06.0	Demonstrate an understanding of extreme exercise responses, injuries and precautions. – The student will be able to:		
06.01	Describe traumatic (acute) muscle and joint injuries.		
06.02	Describe overuse (chronic) muscle and joint injuries.		
06.03	Describe the components of the RICES therapeutic modality (rest, ice, compression, elevation, stabilization).		
06.04	Recognize and discuss exercise-related warning signs and		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
emergency procedures.		
06.05 Assess and discuss environmental emergencies.		
06.06 Understand hydration recommendations for health and fitness.		
06.07 Identify the different classes of medications/drugs and commonly used substances.		
07.0 Demonstrate knowledge of kinesiology and human movement. – The student will be able to:		
07.01 Identify and understand the basic terms and principles of biomechanics.		
07.02 Demonstrate understanding of anatomical terminology.		
07.03 Describe and demonstrate an understanding of muscle movement.		
08.0 Demonstrate knowledge of the muscular system of the human body. – The student will be able to:		
08.01 Identify the three types of muscle tissue in the human body.		
08.02 Identify the posterior and anterior muscles of the human body.		
08.03 Demonstrate knowledge of prime mover muscles (agonist muscles) in the upper body.		
08.04 Demonstrate a clear understanding of muscle and joint actions in the upper body.		
08.05 Demonstrate knowledge of prime mover muscles (agonist muscles) in the lower body.		
08.06 Demonstrate a clear understanding of muscle and joint actions in the lower body.		
09.0 Demonstrate knowledge of exercise science. – The student will be able to:		
09.01 Identify and summarize exercise science theories and practices.		
09.02 Demonstrate the communication skills used in health and fitness occupations.		
10.0 Identify the benefits of and barriers to physical activity and the consequences of physical inactivity. – The student will be able to:		
10.01 Explain the dose-response relationship of exercise.		
10.02 Describe how fitness can improve the quality of life of moderately active adults.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.03 Demonstrate understanding of the benefits of flexibility and resistance training.		
10.04 Describe the consequences of physical inactivity.		
10.05 Evaluate and explain the health consequences related to obesity.		
10.06 Analyze and explain the perceived barriers to exercise.		
11.0 Identify and understand models of health-related behavior change. – The student will be able to:		
11.01 Describe Wellness Motivation Theory.		
11.02 Demonstrate understanding of the Trans theoretical Model of Behavior Change.		
11.03 Compare and contrast other behavioral change models.		
12.0 Understand the psychological considerations of learning. – The student will be able to:		
12.01 Demonstrate understanding of the learning process.		
12.02 Compare and contrast a variety of learning theories (e.g., classical, cognitivism, constructivism).		

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 3
Course Number: 8907130
Course Credit: 1

Course Description:

The student will be able to demonstrate an understanding of cardiorespiratory fitness programming and design a cardiorespiratory fitness program. The student will also be well versed in the Physical Activity Guidelines published jointly by the ACSM and AHA and supported by the ODPHP. How aerobic exercise activities can be monitored, the MET concept, the FITT principle in addition to measuring muscular strength will be address.

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
13.0	Demonstrate knowledge of cardiorespiratory fitness. – The student will be able to:		
13.01	Demonstrate understanding of cardiorespiratory fitness programming.		
13.02	Design a cardiorespiratory fitness program.		
13.03	Outline and evaluate the components of assessment and programming.		
13.04	Understand the benefits of cardiorespiratory health.		
13.05	Explain the differences between physical activity and cardiorespiratory fitness in terms of cardiovascular health.		
13.06	Identify the amount of physical activity recommended for adults.		
13.07	Explain the Physical Activity Guidelines published jointly by the ACSM and AHA and supported by the ODPHP.		
14.0	Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity. – The student will be able to:		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
14.01	Identify peripheral pulse sites.		
14.02	Demonstrate how to monitor heart rate using peripheral pulse sites.		
14.03	Calculate target heart rate at different intensities using the Karvonen method.		
14.04	Describe the Rated Perceived Exertion (RPE) scale.		
14.05	Define the Metabolic Equivalent of Task (MET) formula.		
14.06	Describe the scope of usage of the MET concept.		
14.07	Explain the classifications of physical readiness.		
15.0	Demonstrate understanding of risk factors. – The student will be able to:		
15.01	Define risk factor and identify examples of common risk factors.		
15.02	Identify risk factors and the associated risk thresholds.		
15.03	Describe the health status classifications and how they are determined (low, moderate, high risk).		
16.0	Describe and evaluate different cardiorespiratory endurance testing options. – The student will be able to:		
16.01	Describe the difference between maximal and submaximal cardiorespiratory fitness testing.		
16.02	Explain the rationale for fitness testing.		
16.03	Explain the purpose of using a multi-stage fitness test.		
16.04	Identify the preliminary testing procedures (pre-assessment).		
16.05	Explain the components of cardiorespiratory pretest screening and assessment.		
16.06	Demonstrate the three-minute step test protocol.		
16.07	Identify the purpose, required equipment and procedure utilized in the protocol.		
17.0	Identify and analyze health issues related to nutrition. – The student will be able to:		
17.01	Identify health issues related to body composition.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
17.02	Calculate body composition from body density using the appropriate equation.		
17.03	Calculate body mass index (BMI) and discuss the pros and cons of using this measurement tool.		
17.04	Demonstrate knowledge of nutrition and weight management concepts.		
17.05	Identify and describe a variety of eating disorders.		
17.06	Define Female Athlete Triad; identify the factors and outline the signs and symptoms of this disorder.		
17.07	Describe the use of anthropometric measurements and data in assessing risk factors.		
18.0	Demonstrate understanding of concepts related to resistance training. – The student will be able to:		
18.01	Explain the differences between resistance training for health versus resistance training for sport/fitness.		
18.02	Design resistance training programs for healthy adults.		
18.03	Discuss the guidelines for developing muscle strength and endurance.		
18.04	Understand the recommendations for muscle strength and muscle endurance.		
18.05	Demonstrate understanding of the FITT principle for muscle strength and endurance.		
18.06	Demonstrate appropriate spotting and safety techniques for resistance training.		
18.07	Explain the methods utilized to measure muscular strength.		
18.08	Identify ways to assess muscular endurance.		

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 4
Course Number: 8907140
Course Credit: 1

Course Description:

Students will be able to describe causes of chronic lower back pain, postural deviations and other topics related to the lack of flexibility/stretching. They will also comprehend the tasks involved in working in the health and wellness field. The legal and business considerations related to the occupation will be discussed in great detail in addition to knowing how to help their clients with diabetes, arthritis, osteoporosis, asthma, cardiovascular disease, and chronic obstructive pulmonary disease (COPD).

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
19.0 Demonstrate knowledge of concepts related to flexibility. – The student will be able to:		
19.01 Demonstrate the ability to assess posture and range of motion (ROM).		
19.02 Identify and discuss methods to improve flexibility.		
19.03 Recognize the limitations and recommended precautions for flexibility training.		
19.04 Demonstrate knowledge of the benefits of regular flexibility training.		
19.05 Select and administer appropriate flexibility assessments according to fitness recommendations (e.g., ACSM).		
19.06 Describe some of the causes of chronic lower back pain.		
19.07 Identify and describe common postural deviations.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
19.08	Discuss flexibility assessments.		
19.09	Identify contraindications for flexibility testing and training.		
19.10	Identify, describe and demonstrate flexibility training exercises.		
19.11	Identify high risk flexibility exercises.		
19.12	Describe and demonstrate the protocol for testing trunk flexion.		
20.0	Understand the responsibilities and scope of practice for a Certified Personal Trainer. – The student will be able to:		
20.01	Understand the legal considerations related to the occupation.		
20.02	Understand the business considerations related to the occupation.		
20.03	Demonstrate knowledge of the complex human behavioral issues a trainer could face.		
21.0	Identify methods of managing special populations and medical conditions. – The student will be able to:		
21.01	Identify and describe the current fitness recommendations for pregnant women.		
21.02	Identify and describe the current fitness recommendations for children and teens.		
21.03	Identify and describe the current fitness recommendations for seniors/elderly.		
21.04	Identify and describe the current fitness and nutrition recommendations for people with diabetes.		
21.05	Identify and describe the current fitness recommendations for people with arthritis, osteoporosis, asthma, cardiovascular disease, and chronic obstructive pulmonary disease (COPD).		
22.0	Describe and design various health and fitness programs. – The student will be able to:		
22.01	Describe and design a health and fitness program designed for cardiovascular conditioning.		
22.02	Describe and design a health and fitness program with a focus on resistance training.		
22.03	Describe and design a health and fitness program to improve flexibility.		
22.04	Describe and design a health and fitness program that includes functional exercises for total body fitness.		

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.

Special Notes

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory program occurs through vocational classroom instruction and applied laboratory procedures and practices.

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)

HOSA: Future Health Professionals is the intercurricular career and technical student organization(s) 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.

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 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.

Florida Department of Education
Curriculum Framework

Program Title: **Addiction Services**
Career Cluster: **Human Services**

CCC	
CIP Number	0451159901
Program Type	College Credit Certificate (CCC)
Program Length	24 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 the Human Services career cluster; 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 aspects of the Human Services career cluster.

This program is designed to prepare students for employment as addictions specialists, SOC Code 21-1093 (Social and Human Service Assistants), or to provide supplemental training for persons previously or currently employed these occupations.

This certificate focuses on teaching broad, transferable skills and stresses understanding and demonstration of the human services profession, with an emphasis on addictions. The content includes, but is not limited to, personal awareness, history and present status of addictions/mental health/human services movement, interdisciplinary addiction professional roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, and therapeutic interventions, interpersonal communications, assessment, evaluation, working knowledge of DSM diagnostic criteria, etiology of addictions, psychopharmacology, pharmacology of abused substances, information management, employability skills, health and safety, including CPR, universal precautions and AIDS training.

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

Standards

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

- 01.0 Demonstrate a general knowledge and understanding of the human services delivery system and human services occupations.
- 02.0 Understand the importance of legal, ethical, and professional responsibilities.
- 03.0 Apply case management skills in real life situations.
- 04.0 Demonstrate a general knowledge and understanding of the biological aspects of addiction.
- 05.0 Examine the theories, identification, and causes of addiction.
- 06.0 Apply an understanding of treatment knowledge.
- 07.0 Demonstrate competencies of practice using various interventions.

**Florida Department of Education
Student Performance Standards**

Program Title: **Addiction Services**
CIP Number: **0451159901**
Program Length: **24 credit hours**
SOC Code(s): **21-1093**

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:	
01.0	Demonstrate a general knowledge and understanding of the human services delivery system and human services occupations. – The student will be able to:
01.01	Understand the general roles and responsibilities of the individual members of the human service team.
01.02	Understand the roles and responsibilities of the client within the human service delivery system.
01.03	Recognize factors that influence the current delivery system of human /social services.
02.0	Understand the importance of legal, ethical, and professional responsibilities. – The student will be able to:
02.01	Demonstrate the use of procedures for accurate documentation and record keeping.
02.02	Understand the legal framework of the human services occupations including scope of practice legislation.
02.03	Recognize practices that could results in malpractice, liability and/or negligence.
02.04	Recognize and report abuse in accordance with the Florida law.
02.05	Understand the appropriate use of self-disclosure.
02.06	Analyze personal morals and values in relation to working in human services.
03.0	Apply case management skills in real life situations. – The student will be able to:
03.01	Develop case management plans and a plan for implementation.
03.02	Develop an appropriate treatment plan from initiation of treatment through discharge.
03.03	Recognize when, where and how to refer clients to other professionals and or community resources.
03.04	Demonstrate knowledge of existing community resources.
03.05	Employ effective collaboration skills to best meet the needs of clients.
04.0	Demonstrate a general knowledge and understanding of the biological aspects of addiction. – The student will be able to:
04.01	Identify commonly abused substances and describe their effects on behavior.
04.02	Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse (i.e. dual diagnoses).

04.03	Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders.
05.0	Examine the theories, identification, and causes of addiction. – The student will be able to:
05.01	Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use.
05.02	Examine subjective and objective measures to assess for addiction and problematic use.
05.03	Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
05.04	Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others.
05.05	Analyze the effect on family relationships caused by one or more members of the family members being involved in addiction.
06.0	Apply an understanding of treatment knowledge. – The student will be able to:
06.01	Demonstrate a general knowledge and understanding of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
06.02	Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
06.03	Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice.
06.04	Recognize the value of an interdisciplinary approach to addiction prevention and treatment.
06.05	Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
07.0	Demonstrate competencies of practice using various interventions. – The student will be able to:
07.01	Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.
07.02	Design helping strategies and treatment modalities to the client's stage of dependence, change, or recovery.
07.03	Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc.
07.04	Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes.
07.05	Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system.
07.06	Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts.

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.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Florida Department of Education
Curriculum Framework

Program Title: Aging Services
Career Cluster: Human Services

CCC

CIP Number	0451159902
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 the Human Services career cluster; 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically aging environments. Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of aging work; develop a capacity to design and implement programs consistent with the needs of the elderly in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Aging Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants). It will provide credit course work for those employed in aging service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of an aging approach. Course work will prepare students to function as aging services workers in community-based, residential, group home and other work environments.

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

Standards

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

- 01.0 Understand the importance of legal, ethical, and professional responsibilities.
- 02.0 Display a general understanding of the psychological, physical, and social aspects of the aging process.
- 03.0 Examine how factors such as health, finances, and social roles influence familial role changes and independence.
- 04.0 Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect.
- 05.0 Demonstrate effective assessment and referral techniques in working with the elderly.

**Florida Department of Education
Student Performance Standards**

Program Title: Aging Services
CIP Number: 0451159902
Program Length: 18 credit hours
SOC Code(s): 21-1093

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:	
01.0	Understand the importance of legal, ethical, and professional responsibilities. – The student will be able to:
01.01	Demonstrate the use of procedures for accurate documentation and record keeping.
01.02	Understand the legal framework of the human services occupations including scope of practice legislation.
01.03	Recognize practices that could results in malpractice, liability and/or negligence.
01.04	Recognize and report abuse in accordance with the Florida law.
01.05	Understand the appropriate use of self-disclosure.
01.06	Analyze personal morals and values in relation to working in human services.
01.0	Display a general understanding of the psychological, physical, and social aspects of the aging process. – The student will be able to:
01.01	Discuss the psychological changes that may occur with aging such as issues with self-esteem, regret, depression, and loneliness.
01.02	Discuss the physical changes that may occur with aging such as appearance, strength, stamina, cognition, and resistance.
01.03	Identify ways to maximize psychological health in the aging process.
01.04	Discuss the impact of ethnicity, gender, and spirituality in the aging process.
02.0	Examine how factors such as health, finances, and social roles influence familial role changes and independence. – The student will be able to:
02.01	Discuss the impact of the role reversal between parent and child on both parties.
02.02	Discuss the relationships with doctors and case managers and the impact of the healthcare industry on the elderly.
02.03	Identify potential risk factors in planning for retirement, health care costs, adequacy of savings for retirement, and financing of long term care.
02.04	Analyze grief reactions such as the stages of death and dying.
02.05	Identify issues relating to sexual functioning, intimacy, and affection for older adults.
03.0	Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect. – The student will be able to:
03.01	Define the different kinds of abuse and neglect of the elderly (physical, sexual, psychological, neglect, abandonment, financial or material exploitation, and self-neglect).

03.02	Identify symptoms of caregiver stress that could lead to abuse or neglect.
03.03	Identify ways to prevent abuse and neglect.
03.04	Recognize signs of abuse and neglect.
03.05	Identify steps to proper reporting of elder abuse and neglect.
04.0	Demonstrate effective assessment and referral techniques in working with the elderly. – The student will be able to:
04.01	Model effective assessment and support techniques for intake, counseling, and referring of the elderly.
04.02	Discuss the role of community services and social support groups in aging.
04.03	Identify services designed to help older adults cope with dying, death, bereavement, and other psychological challenges of aging.
04.04	Identify services designed to help with cognitive and physical ailments that are specific to the elderly.
04.05	Identify services designed to help family members of the elderly.

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.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**Florida Department of Education
Curriculum Framework**

Program Title: Community Health Worker
Career Cluster: Human Services

CCC	
CIP Number	0451159903
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants 21-1094 Community Health Workers

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 the Human Services career cluster; 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 aspects of the Human Services career cluster.

This program is designed to prepare students for employment as addictions specialists, SOC Code 21-1093 (Social and Human Service Assistants) and SOC Code 21-1094 (Community Health Workers), or to provide supplemental training for persons previously or currently employed in these occupations.

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

Standards

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

- 01.0 Understand the importance of legal, ethical, and professional responsibilities.
- 02.0 Assess client/family needs, strengths, and resources.
- 03.0 Assist client/families in goal setting and achievement.
- 04.0 Educate client/families.
- 05.0 Establish client/family support system.

**Florida Department of Education
Student Performance Standards**

Program Title: Community Health Worker
CIP Number: 0451159903
Program Length: 18 credit hours
SOC Code(s): 21-1093; 21-1094

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:	
01.0	Understand the importance of legal, ethical, and professional responsibilities. – The student will be able to:
01.01	Demonstrate the use of procedures for accurate documentation and record keeping.
01.02	Understand the legal framework of the human services occupations including scope of practice legislation.
01.03	Recognize practices that could results in malpractice, liability and/or negligence.
01.04	Recognize and report abuse in accordance with the Florida law.
01.05	Understand the appropriate use of self-disclosure.
01.06	Analyze personal morals and values in relation to working in human services.
02.0	Assess family needs, strengths, and resources. – The student will be able to:
02.01	Apply typical methods used for assessment and screening to assess a client/family’s strengths and areas of need.
02.02	Distinguish between the strengths-based and deficit models of family development.
02.03	Assess family’s immediate environment, including living conditions, housing stability, risk for substance abuse, child abuse, neglect, and domestic violence
02.04	Recognize barriers to services and access appropriate resources to care.
03.0	Assist families in goal setting and achievement. – The student will be able to:
03.01	Explore family goals and assist families in prioritizing.
03.02	Assist client/family in developing a plan with measurable goals and assist the family in monitoring the implementation of the plan.
03.03	Provide client/family-centered care and family-directed services.
04.0	Educate families. – The student will be able to:
04.01	Educate clients/families regarding available community agencies and resources.
04.02	Provide culturally appropriate information and social supports to members of the community seeking health/social services.
04.03	Educate families in how to advocate for themselves within systems.
05.0	Establish family support system. – The student will be able to:

05.01 Assess support provided by family members, neighbors and friends.

05.02 Assist clients/family to develop skills to increase their own capacity to access needed health/social services.

05.03 Refer families to support groups (e.g., parenting, substance abuse, counseling, spiritual, etc.).

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.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**Florida Department of Education
Curriculum Framework**

Program Title: Domestic Violence Services
Career Cluster: Human Services

CCC

CIP Number	0451159904
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 the Human Services career cluster; 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically family violence environments. Students must be able to demonstrate a knowledge of the dynamics of domestic violence as it relates to each family member; develop a professional awareness of domestic violence theories and ethics; develop a capacity to design and implement programs consistent with the needs of the family in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Family Violence Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants). It will provide credit course work for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a family violence approach. Course work will prepare students to function as family violence workers in community-based, residential, group home and other work environments.

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

Standards

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

- 01.0 Understand the importance of legal, ethical, and professional responsibilities.
- 02.0 Display an understanding of the dynamics of domestic violence.
- 03.0 Examine the theories, identification, and causes of domestic violence.
- 04.0 Understand the legal system's response to domestic violence and impact of legislation on programs and services.
- 05.0 Demonstrate effective assessment and intervention techniques in working with victims of domestic violence.

**Florida Department of Education
Student Performance Standards**

Program Title: Domestic Violence Services
CIP Number: 0451159904
Program Length: 18 credit hours
SOC Code(s): 21-1093

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:	
01.0	Understand the importance of legal, ethical, and professional responsibilities. – The student will be able to:
01.01	Demonstrate the use of procedures for accurate documentation and record keeping.
01.02	Understand the legal framework of the human services occupations including scope of practice legislation.
01.03	Recognize practices that could results in malpractice, liability and/or negligence.
01.04	Recognize and report abuse in accordance with the Florida law.
01.05	Understand the appropriate use of self-disclosure.
01.06	Analyze personal morals and values in relation to working in human services.
02.0	Display an understanding of the dynamics of domestic violence. – The student will be able to:
02.01	Describe who is affected by domestic violence.
02.02	Discuss the healthcare implications of domestic violence.
02.03	Identify the different types of domestic violence.
02.04	Identify the incidence and prevalence of domestic violence.
02.05	Compare psychological impacts of domestic violence on women and children.
02.06	Discuss the prevalence impact of domestic violence on male victims.
03.0	Examine the theories, identification, and causes of domestic violence. – The student will be able to:
03.01	Understand the history and scope of domestic violence, theories of why people abuse, and the cycle of violence.
03.02	Recognize the signs and symptoms of domestic violence.
03.03	Explain the relevance of factors such as family history of violence, substance abuse, and medical and mental health in cause and continuation of violence.
03.04	Identify issues relating to children who are at risk of exposure to domestic violence.
04.0	Understand the legal system’s response to domestic violence and impact of legislation on programs and services. – The student will be able to:

04.01	Identify and recognize ethical issues in family law as it pertains to domestic violence.
04.02	Evaluate the benefits and shortcomings of the various legal remedies that are available to victims of domestic violence.
04.03	Explore mandatory reporting and state and federal requirements (to include the Violence Against Women Act (VAWA) of 1994).
04.04	Discuss the impact of legislation on programs and services for victims of domestic violence.
05.0	Demonstrate effective assessment and intervention techniques in working with victims of domestic violence. – The student will be able to:
05.01	Contrast forms of crisis intervention and trauma responses.
05.02	Understand the nature of screening for domestic violence and safety planning in order to improve client counseling.
05.03	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
05.04	Identify the community services available to support and protect victims of domestic violence.
05.05	Model effective assessment and support techniques for intake, counseling, and termination.

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.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**Florida Department of Education
Curriculum Framework**

Program Title: Human Services Generalist
Career Cluster: Human Services

CCC

CIP Number	0451159905
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 the Human Services career cluster; 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 aspects of the Human Services career cluster.

The College Credit Certificate program is designed to be the first educational step to a professional career in Human Services as Human Service Assistants (SOC 21-1093), or other positions that are a part of the social services delivery. It will provide credit course work for those employed in human service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human behavior specific to the good practices and techniques in human service. Course work will enable student's to employ effective communications and interpersonal skills, understand the legal and ethical responsibilities of human services and demonstrate computer literacy.

Students will demonstrate knowledge of the human services system, specifically how it affects practice and policy as well as the roles of human service workers in various settings. Students must be able to demonstrate knowledge of human development from birth to senescence, understand adaptive and maladaptive patterns of behavior and have an understanding of various treatment modalities and therapeutic interventions.

Students must develop effective interpersonal communication with clients, co-workers and supervisors. They must be able to demonstrate assessment, evaluation, problem solving and referral and crisis intervention skills as well as a working knowledge of legal and ethical issues related to human services.

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

Standards

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

- 01.0 Understand the importance of legal, ethical, and professional responsibilities.
- 02.0 Understand the risk factors that lead to human services intervention.
- 03.0 Examine the theories utilized in human services.
- 04.0 Display an understanding of treatment knowledge.
- 05.0 Demonstrate competencies of practice using various interventions.

**Florida Department of Education
Student Performance Standards**

Program Title: Human Services Generalist
CIP Number: 0451159905
Program Length: 18 credit hours
SOC Code(s): 21-1093

This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to:	
01.0	Understand the importance of legal, ethical, and professional responsibilities. – The student will be able to:
01.01	Demonstrate the use of procedures for accurate documentation and record keeping.
01.02	Understand the legal framework of the human services occupations including scope of practice legislation.
01.03	Recognize practices that could results in malpractice, liability and/or negligence.
01.04	Recognize and report abuse in accordance with the Florida law.
01.05	Understand the appropriate use of self-disclosure.
01.06	Analyze personal morals and values in relation to working in human services.
02.0	Understand the risk factors that lead to human services intervention.
03.0	Examine the theories utilized in human services.
04.0	Display an understanding of treatment knowledge.
05.0	Demonstrate competencies of practice using various interventions.

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.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Florida Department of Education
Curriculum Framework

Program Title: Youth Development Services
Career Cluster: Human Services

CCC

CIP Number	0451159906
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 the Human Services career cluster; 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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically youth work environments. Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of youth work; understand and implement a youth development approach in various environments; develop a capacity to design and implement programs consistent with the needs of youth in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Youth Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants). It will provide credit course work for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a youth development approach. Course work will prepare students to function as youth workers in community-based, residential, group home and other youth work environments.

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

Standards

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

- 01.0 Understand the importance of legal, ethical, and professional responsibilities.
- 02.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
- 03.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
- 04.0 Demonstrate a general knowledge and understanding of community characteristics.
- 05.0 Demonstrate a general knowledge and understanding of family dynamics.
- 06.0 Understand how current social issues influence children/youth.
- 07.0 Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.

**Florida Department of Education
Student Performance Standards**

Program Title: Youth Development Services
CIP Number: 0451159906
Program Length: 18 credit hours
SOC Code(s): 21-1093

This certificate program is part of the Social and Human Services AS degree program (01451159901). At the completion of this program, the student will be able to:	
01.0	Understand the importance of legal, ethical, and professional responsibilities. – The student will be able to:
01.01	Demonstrate the use of procedures for accurate documentation and record keeping.
01.02	Understand the legal framework of the human services occupations including scope of practice legislation.
01.03	Recognize practices that could results in malpractice, liability and/or negligence.
01.04	Recognize and report abuse in accordance with the Florida law.
01.05	Understand the appropriate use of self-disclosure.
01.06	Analyze personal morals and values in relation to working in human services.
02.0	Display an understanding of a youth development approach in community-based, residential, group home, and other youth worker environments. – The student will be able to:
02.01	Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations.
02.02	Distinguish between the asset and deficit models of adolescent development.
02.03	Identify social problems unique to adolescent development.
02.04	Identify characteristics of a successful youth organization.
02.05	Design a youth program and intervention strategy consistent with the needs of youth and available resources.
02.06	Evaluate programs based upon the needs of youth and available resources.
03.0	Examine the theories, principles and stages of typical human growth and development and the challenges of each stage. – The student will be able to:
03.01	Compare differences among theoretical perspectives on human growth and development.
03.02	Demonstrate an understanding of the varying influences on the domains of human development.
03.03	Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan.
03.04	Define and identify potential threats to normal human growth and development across the lifespan.
04.0	Demonstrate a general knowledge and understanding of community characteristics. – The student will be able to:

04.01	Identify and recognize the cultural diversity of the community when providing human services.
04.02	Demonstrate knowledge of agencies and resources that meet the needs of youth in the community.
05.0	Demonstrate a general knowledge and understanding of family dynamics. – The student will be able to:
05.01	Demonstrate knowledge of how family factors can influence youth development.
06.0	Understand how current social issues influence children/youth. – The student will be able to:
06.01	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
06.02	Recognize the social problems within society that affect children/youth (i.e., crime, juvenile delinquency, socio-economics, etc.).
07.0	Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program. – The student will be able to:
07.01	Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community.
07.02	Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability.

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.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Florida Department of Education
Curriculum Framework

Program Title: Social and Human Services
Career Cluster: Human Services

AS

CIP Number	1451159901
Program Type	College Credit
Standard Length	60 credit hours
CTSO	HOSA (Future Health Professionals)
SOC Codes (all applicable)	21-1093 Social and Human Service Assistants 21-1094 Community Health Workers

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. The program provides a foundation preparing individuals for further education and careers in the Human Services career cluster.

This program has six tracks designed to prepare students for employment as (1) human services specialists and practitioners, (2) chemical dependency specialists and practitioners and (3) youth service specialists and practitioners, (4) domestic violence specialists, (5) elder care assistant, SOC Code 21-1093 (Social and Human Services Assistants) or (6) community health worker SOC Code 21-1094 (Community Health Worker) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, personal awareness, history and present status of mental health/human services movement, interdisciplinary human services roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, interpersonal communications, assessment, and evaluation.

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

Standards

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

Social and Human Services Core: The Social and Human Services Core is a core of basic knowledge necessary for any Human Services career.

- 01.0 Demonstrate a general knowledge and understanding of the human services delivery system and human services occupations.
- 02.0 Apply effective written and verbal communication.
- 03.0 Apply knowledge of wellness and disease concepts to real life situations.
- 04.0 Utilize information technology applications in human services.
- 05.0 Understand the importance of legal, ethical, and professional responsibilities.
- 06.0 Demonstrate proficiency in client assessment and evaluation.
- 07.0 Apply case management skills in real life situations.
- 08.0 Compare client intervention strategies and skills.

Human Services Generalist Track I

- 09.0 Understand the risk factors that lead to human services intervention.
- 10.0 Examine the theories utilized in human services.
- 11.0 Display an understanding of treatment knowledge.
- 12.0 Demonstrate competencies of practice using various interventions.

Addictions Track II

- 13.0 Demonstrate a general knowledge and understanding of the biological aspects of addiction.
- 14.0 Examine the theories, identification, and causes of addiction.
- 15.0 Apply an understanding of treatment knowledge.
- 16.0 Demonstrate competencies of practice using various interventions.

Youth Development Track III

- 17.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
- 18.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
- 19.0 Demonstrate a general knowledge and understanding of community characteristics.
- 20.0 Demonstrate a general knowledge and understanding of family dynamics.
- 21.0 Understand how current social issues influence children/youth.
- 22.0 Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.

Domestic Violence Track IV

- 23.0 Display an understanding of the dynamics of domestic violence.
- 24.0 Examine the theories, identification, and causes of domestic violence.
- 25.0 Understand the legal system's response to domestic violence and impact of legislation on programs and services.
- 26.0 Demonstrate effective assessment and intervention techniques in working with victims of domestic violence.

Aging Track V

- 27.0 Display a general understanding of the psychological, physical, and social aspects of the aging process.
- 28.0 Examine how factors such as health, finances, and social roles influence familial role changes and independence.
- 29.0 Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect.
- 30.0 Demonstrate effective assessment and referral techniques in working with the elderly.

Community Health Worker Track VI

- 31.0 Assess client/family needs, strengths, and resources.
- 32.0 Assist client/families in goal setting and achievement.
- 33.0 Educate client/families.
- 34.0 Establish client/family support system.

Florida Department of Education
Student Performance Standards

Program Title: Social and Human Services
 CIP Numbers: 1451159901
 Program Length: 60 hours
 SOC Code(s): 21-1093, 21-1094

Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:

Human Services Core: The Human Services Core is a core of basic knowledge necessary for any Human Services career.	
01.0	Demonstrate a general knowledge and understanding of the human services delivery system and human services occupations. – The student will be able to:
01.01	Understand the general roles and responsibilities of the individual members of the human service team.
01.02	Understand the roles and responsibilities of the client within the human service delivery system.
01.03	Recognize factors that influence the current delivery system of human /social services
02.0	Apply effective written and verbal communication. – The student will be able to:
02.01	Recognize the importance of courtesy and respect for clients and other human services workers.
02.02	Adapt communication and active listening skills to individuals with diverse backgrounds in ethnicity, age, economic status, sexual orientation, religion, etc.
02.03	Understand the barriers to effective communication in the client cohort.
02.04	Identify the limitations of subjective and objective information.
03.0	Apply knowledge of wellness and disease concepts to real life situations. – The student will be able to:
03.01	Understand the adverse effects of the use of alcohol, illegal drugs, steroids, and other high-risk behaviors on the human body.
03.02	Explain the basic concepts of positive self-image, wellness, and stress.
03.03	Distinguish between fact and fallacy about the transmission and treatment of diseases caused by blood borne pathogens.
03.04	Identify "at risk" behaviors which promote the spread of diseases caused by blood borne pathogens and the public education necessary to combat the spread of these diseases.
04.0	Utilize information technology applications in human services – the student will be able to:
04.01	Employ the use of computers in human services.
04.02	Define terms and demonstrate basic computer skills.
04.03	Recognize technology applications in human services.
04.04	Interpret information from electronic documents.

04.05	Identify methods of communication to access and distribute data such as fax, e-mail and internet.
05.0	Understand the importance of legal, ethical, and professional responsibilities. – The student will be able to:
05.01	Demonstrate the use of procedures for accurate documentation and record keeping.
05.02	Understand the legal framework of the human services occupations including scope of practice legislation.
05.03	Recognize practices that could results in malpractice, liability and/or negligence.
05.04	Recognize and report abuse in accordance with the Florida law.
05.05	Understand the appropriate use of self-disclosure.
05.06	Analyze personal morals and values in relation to working in human services.
06.0	Demonstrate proficiency in client assessment and evaluation. – The student will be able to:
06.01	Display ability to make accurate observations and related assessments.
06.02	Assess crisis situations and implement appropriate actions.
06.03	Identify client goals, support systems, and appropriate services.
06.04	Demonstrate a general knowledge and understanding of the process and procedures of informed consent.
06.05	Identify bio-psychosocial, spiritual and cultural needs of the client.
07.0	Apply case management skills in real life situations. – The student will be able to:
07.01	Develop case management plans and a plan for implementation.
07.02	Develop an appropriate treatment plan from initiation of treatment through discharge.
07.03	Recognize when, where and how to refer clients to other professionals and or community resources.
07.04	Demonstrate knowledge of existing community resources.
07.05	Employ effective collaboration skills to best meet the needs of clients.
08.0	Compare client intervention strategies and skills – the student will be able to:
08.01	Display skills associated with rapport and trust building.
08.02	Use terminology associated with psychological disorders.
08.03	Demonstrate knowledge of evidence-based and theoretical client interventions
08.04	Identify, with accuracy, basic assumptions of intervention techniques associated with current major therapeutic approaches.
08.05	Apply knowledge of group facilitation and theory.
Human Services Generalist Track I – This module prepares students for the occupational completion point of human services specialists. Graduates will be eligible for employment as practitioners in vocational applications, which assist towards wholeness for	

individuals suffering from mental health and social deprivation and/or developmental disability.	
09.0	Understand the risk factors that lead to human services intervention.
10.0	Examine the theories utilized in human services.
11.0	Display an understanding of treatment knowledge.
12.0	Demonstrate competencies of practice using various interventions.
Addictions Studies Track II -- This module prepares human service practitioners/professionals to work with persons who have been affected by addictions. Track I must be completed in addition to Track II. Persons completing this program will be eligible for employment as addictions specialists and equivalent jobs.	
13.0	Demonstrate a general knowledge and understanding of the biological aspects of addiction. – The student will be able to:
13.01	Identify commonly abused substances and describe their effects on behavior.
13.02	Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse (i.e. dual diagnoses).
13.03	Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders.
14.0	Examine the theories, identification, and causes of addiction. – The student will be able to:
14.01	Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use.
14.02	Examine subjective and objective measures to assess for addiction and problematic use.
14.03	Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
14.04	Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others.
14.05	Analyze the effect on family relationships caused by one or more members of the family members being involved in addiction.
15.0	Apply an understanding of treatment knowledge. – The student will be able to:
15.01	Demonstrate a general knowledge and understanding of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
15.02	Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
15.03	Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice.
15.04	Recognize the value of an interdisciplinary approach to addiction prevention and treatment.
15.05	Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.
16.0	Demonstrate competencies of practice using various interventions. – The student will be able to:
16.01	Describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.

16.02	Design helping strategies and treatment modalities to the client's stage of dependence, change, or recovery.
16.03	Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc.
16.04	Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes.
16.05	Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system.
16.06	Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts.
Youth Development Track III -- This module prepares human service practitioners/professionals to work with youth. Track I must be completed in addition to Track III. Persons completing this program will be eligible for employment as youth specialists and equivalent jobs.	
17.0	Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments. – The student will be able to:
17.01	Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations.
17.02	Distinguish between the asset and deficit models of adolescent development.
17.03	Identify social problems unique to adolescent development.
17.04	Identify characteristics of a successful youth organization.
17.05	Design a youth program and intervention strategy consistent with the needs of youth and available resources.
17.06	Evaluate programs based upon the needs of youth and available resources.
18.0	Examine the theories, principles and stages of typical human growth and development and the challenges of each stage. – The student will be able to:
18.01	Compare differences among theoretical perspectives on human growth and development.
18.02	Demonstrate an understanding of the varying influences on the domains of human development.
18.03	Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan.
18.04	Define and identify potential threats to normal human growth and development across the lifespan.
19.0	Demonstrate a general knowledge and understanding of community characteristics. – The student will be able to:
19.01	Identify and recognize the cultural diversity of the community when providing human services.
19.02	Demonstrate knowledge of agencies and resources that meet the needs of youth in the community.
20.0	Demonstrate a general knowledge and understanding of family dynamics. – The student will be able to:
20.01	Demonstrate knowledge of how family factors can influence youth development.
21.0	Understand how current social issues influence children/youth. – The student will be able to:
21.01	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.

21.02	Recognize the social problems within society that affect children/youth (i.e., crime, juvenile delinquency, socio-economics, etc.).
22.0	Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program. – The student will be able to:
22.01	Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community.
22.02	Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability.
Domestic Violence Track IV -- This module prepares human service practitioners/professionals to work with persons who have been affected by domestic violence and with agencies and programs that provide prevention. Track I must be completed in addition to Track IV. Persons completing this program will be eligible for employment as domestic violence specialists and equivalent jobs.	
23.0	Display an understanding of the dynamics of domestic violence. – The student will be able to:
23.01	Describe who is affected by domestic violence.
23.02	Discuss the healthcare implications of domestic violence.
23.03	Identify the different types of domestic violence.
23.04	Identify the incidence and prevalence of domestic violence.
23.05	Compare psychological impacts of domestic violence on women and children.
23.06	Discuss the prevalence impact of domestic violence on male victims.
24.0	Examine the theories, identification, and causes of domestic violence. – The student will be able to:
24.01	Understand the history and scope of domestic violence, theories of why people abuse, and the cycle of violence.
24.02	Recognize the signs and symptoms of domestic violence.
24.03	Explain the relevance of factors such as family history of violence, substance abuse, and medical and mental health in cause and continuation of violence.
24.04	Identify issues relating to children who are at risk of exposure to domestic violence.
25.0	Understand the legal system's response to domestic violence and impact of legislation on programs and services. – The student will be able to:
25.01	Identify and recognize ethical issues in family law as it pertains to domestic violence.
25.02	Evaluate the benefits and shortcomings of the various legal remedies that are available to victims of domestic violence.
25.03	Explore mandatory reporting and state and federal requirements (to include the Violence Against Women Act (VAWA) of 1994).
25.04	Discuss the impact of legislation on programs and services for victims of domestic violence.
26.0	Demonstrate effective assessment and intervention techniques in working with victims of domestic violence. – The student will be able to:
26.01	Contrast forms of crisis intervention and trauma responses.
26.02	Understand the nature of screening for domestic violence and safety planning in order to improve client counseling.
26.03	Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.

26.04	Identify the community services available to support and protect victims of domestic violence.
26.05	Model effective assessment and support techniques for intake, counseling, and termination.
Aging Track V -- This module prepares human service practitioners/professionals to work with the aging population. Track I must be completed in addition to Track V. Persons completing this program will be eligible for employment as elder care assistant and equivalent jobs.	
27.0	Display a general understanding of the psychological, physical, and social aspects of the aging process. – The student will be able to:
27.01	Discuss the psychological changes that may occur with aging such as issues with self-esteem, regret, depression, and loneliness.
27.02	Discuss the physical changes that may occur with aging such as appearance, strength, stamina, cognition, and resistance.
27.03	Identify ways to maximize psychological health in the aging process.
27.04	Discuss the impact of ethnicity, gender, and spirituality in the aging process.
28.0	Examine how factors such as health, finances, and social roles influence familial role changes and independence. – The student will be able to:
28.01	Discuss the impact of the role reversal between parent and child on both parties.
28.02	Discuss the relationships with doctors and case managers and the impact of the healthcare industry on the elderly.
28.03	Identify potential risk factors in planning for retirement, health care costs, adequacy of savings for retirement, and financing of long term care.
28.04	Analyze grief reactions such as the stages of death and dying.
28.05	Identify issues relating to sexual functioning, intimacy, and affection for older adults.
29.0	Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect. – The student will be able to:
29.01	Define the different kinds of abuse and neglect of the elderly (physical, sexual, psychological, neglect, abandonment, financial or material exploitation, and self-neglect).
29.02	Identify symptoms of caregiver stress that could lead to abuse or neglect.
29.03	Identify ways to prevent abuse and neglect.
29.04	Recognize signs of abuse and neglect.
29.05	Identify steps to proper reporting of elder abuse and neglect.
30.0	Demonstrate effective assessment and referral techniques in working with the elderly. – The student will be able to:
30.01	Model effective assessment and support techniques for intake, counseling, and referring of the elderly.
30.02	Discuss the role of community services and social support groups in aging.
30.03	Identify services designed to help older adults cope with dying, death, bereavement, and other psychological challenges of aging.
30.04	Identify services designed to help with cognitive and physical ailments that are specific to the elderly.
30.05	Identify services designed to help family members of the elderly.

Community Health Worker Track VI -- This module prepares human service practitioners/professionals to work in community health. Track I must be completed in addition to Track VI. Persons completing this program will be eligible for employment as community health workers and equivalent jobs.	
31.0	Assess family needs, strengths, and resources. – The student will be able to:
31.01	Apply typical methods used for assessment and screening to assess a client/family’s strengths and areas of need.
31.02	Distinguish between the strengths-based and deficit models of family development.
31.03	Assess family’s immediate environment, including living conditions, housing stability, risk for substance abuse, child abuse, neglect, and domestic violence.
31.04	Recognize barriers to services and access appropriate resources to care.
32.0	Assist families in goal setting and achievement. – The student will be able to:
32.01	Explore family goals and assist families in prioritizing.
32.02	Assist client/family in developing a plan with measurable goals and assist the family in monitoring the implementation of the plan.
32.03	Provide client/family-centered care and family-directed services.
33.0	Educate families. – The student will be able to:
33.01	Educate clients/families regarding available community agencies and resources.
33.02	Provide culturally appropriate information and social supports to members of the community seeking health/social services.
33.03	Educate families in how to advocate for themselves within systems.
34.0	Establish family support system. – The student will be able to:
34.01	Assess support provided by family members, neighbors and friends.
34.02	Assist clients/family to develop skills to increase their own capacity to access needed health/social services.
34.03	Refer families to support groups (e.g., parenting, substance abuse, counseling, spiritual, etc.).

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.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Addiction Services (0451159901) – 24 credits
Aging Services (0451159902) – 18 credits
Community Health Worker (0451159903) – 18 credits
Domestic Violence Services (0451159904) – 18 credits
Human Services Generalist (0451159905) – 18 credits
Youth Development Services (0451159906) – 18 credits

Standards for the above certificate programs are contained in separate curriculum frameworks.

Florida Department of Education
Curriculum Framework

Program Title: Cosmetology
Program Type: Career Preparatory
Career Cluster: Human Services

Career Certificate Program

Program Number	D500100
CIP Number	0612040102
Grade Level	30, 31
Standard Length	1200 hours
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA, Inc.
SOC Codes (all applicable)	39-5012 Hairdresser, Hairstylists, and Cosmetologists
Basic Skills Level	Mathematics: 8 Language: 8 Reading: 9

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 the Human Services career cluster; 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Cosmetology program is prepared for employment as a licensed Hairdressers, Hairstylists, and Cosmetologists (SOC 39-5012). Instruction is designed to qualify students for employment upon successfully obtaining a Cosmetology license.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry;

bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

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

Program Structure

This program consists of a one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

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 postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CSP0009	Grooming and Salon Services Core, Facials and Nails	COSMETOL @7 7G	225 hours	39-5012
	COS0002	Cosmetologist and Hairdresser 1		300 hours	
	COS0003	Cosmetologist and Hairdresser 2		300 hours	
	COS0009	Cosmetologist and Hairdresser 3		375 hours	

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

Students wishing to complete the Cosmetology program, OCP A – Hairdresser and Cosmetologist, shall complete the requirements listed in Rule 61G5-22 that outline the basic curriculum which shall be used in cosmetology schools in the State of Florida. This curriculum includes definitions, level of acceptable competency, knowledge of Florida law, and sanitation and sterilization practices. Additional curriculum requirements are listed in the table below:

*Optional curricula may
management as outlined
This curriculum is not
certification examination.*

Rule Cite	Number and Type of Service Required
61G5-22.006, F.A.C.	Ten (10) facials including skin care and hair removal
61G5-22.0125, F.A.C.	Twenty (20) manicuring/pedicuring/nail extension services
61G5-22.007, F.A.C.	Seventy-five (75) hair shaping services
61G5-22.008, F.A.C.	Forty-five (45) scalp treatments and hair care rinses
61G5-22.009, F.A.C.	Fifty (50) shampoos and rinses
61G5-22.010, F.A.C.	Three hundred (300) hair arranging/styling services
61G5-22.011, F.A.C.	Forty-five (45) hair coloring services
61G5-22.012, F.A.C.	Sixty-five (65) chemical waving and relaxing/straightening services

*include beauty salon
in 61G5-22.014, F.A.C.
mandatory for the*

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

- 01.0 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
- 16.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals.
- 17.0 Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing.
- 18.0 Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 19.0 Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 20.0 Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 21.0 Identify and perform permanent waving/reconstruction and curl/ chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. Be able to demonstrate proper procedure and application of chemicals.
- 22.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin and be able to describe, measure, and predict chemical reactions. Demonstrate proper procedures including the measurement, mixing and application of chemicals.

Florida Department of Education
Student Performance Standards

Program Title: Cosmetology
Career Certificate Program Number: D500100

Course Number: CSP0009	
Occupational Completion Point: A	
Grooming and Salon Services Core, Facials and Nails – 225 Hours – SOC Code 39-5012	
01.0	Identify career opportunities. – The student will be able to:
01.01	Identify career opportunities in the grooming and salon services field.
02.0	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:
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	Employ safe, sanitary and efficient work practices. – The student will be able to:
03.01	Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory.
03.02	Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer’s instructions.
03.03	Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C.
03.04	Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.
03.05	Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living.
04.0	Demonstrate language arts knowledge and skills. – The students 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	Demonstrate mathematics knowledge and skills. – The students will be able to:
05.01	Identify math skills as it applies to grooming and salon services.
05.02	Demonstrate knowledge of arithmetic operations.
05.03	Analyze and apply data and measurements to solve problems and interpret documents.
06.0	Demonstrate science knowledge and skills. – The students will be able to:
06.01	Discuss the role of creativity in constructing scientific questions, methods and explanations.
06.02	Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.
06.03	Identify science as it applies to decontamination and infection control.
06.04	Identify chemistry as it applies to products used in the salon.
06.05	Identify science as it applies to anatomy and physiology.
06.06	Identify science as it applies to electricity and light therapy to perform appropriate treatment.
07.0	Explain the importance of employability skill and entrepreneurship skills. – The students will be able to:
07.01	Identify and demonstrate positive work behaviors needed to be employable.
07.02	Develop personal career plan that includes goals, objectives, and strategies.
07.03	Examine licensing, certification, and industry credentialing requirements.
07.04	Maintain a career portfolio to document knowledge, skills, and experience.
07.05	Evaluate and compare employment opportunities that match career goals.
07.06	Identify and exhibit traits for retaining employment.
07.07	Identify opportunities and research requirements for career advancement.
07.08	Research the benefits of ongoing professional development.
07.09	Examine and describe entrepreneurship opportunities as a career planning option.
07.10	Project a professional image.

07.11	Work individually and cooperatively as a member of a homogenous or culturally diverse team.
07.12	Utilize communication skills applicable to the industry.
07.13	Balance personal and professional life.
07.14	Use and conserve resources and energy.
07.15	Define entrepreneurship-management skills.
07.16	Describe the importance of entrepreneurship to the American economy.
07.17	List the advantages and disadvantages of business ownership.
07.18	Identify the risks involved in ownership of a business.
07.19	Identify the necessary personal characteristics of a successful entrepreneur.
07.20	Identify the business skills needed to operate a small business efficiently and effectively.
08.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
08.01	Employ leadership skills to accomplish organizational goals and objectives.
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 personal money-management concepts, procedures, and strategies. – The students 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.
10.0	Describe the importance of professional ethics and legal responsibilities. – The students will be able to:
10.01	Demonstrate working knowledge of Florida Law, Chapter 477.
10.02	Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS.

10.03	Evaluate and justify decisions based on ethical reasoning.
10.04	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
10.05	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
10.06	Interpret and explain written organizational policies and procedures.
11.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
11.01	Describe the nature and types of business organizations.
11.02	Explain the effect of key organizational systems on performance and quality.
11.03	List and describe quality control systems and/or practices common to the workplace.
11.04	Explain the impact of the global economy on business organizations.
12.0	Use information technology tools. – The students will be able to:
12.01	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
12.02	Employ computer operations applications to access, create, manage, integrate, and store information.
13.0	Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
13.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
13.02	Employ critical thinking and interpersonal skills to resolve conflicts.
13.03	Identify and document workplace performance goals and monitor progress toward those goals.
13.04	Conduct technical research to gather information necessary for decision-making.
14.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to:
14.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
14.02	Locate, organize and reference written information from various sources.
14.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
14.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.

14.05	Apply active listening skills to obtain and clarify information.
14.06	Exhibit public relations skills that aid in achieving customer satisfaction.
15.0	Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals (students are only required to perform 20 nails procedures to obtain a cosmetology license, refer to rule 61G5-22.0125). – The student will be able to:
15.01	Clean and maintain implements by using appropriately mixed chemicals (EPA approved and hospital grades) and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. Assemble, set up, and operate equipment according to manufacturer's instructions.
15.02	Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail. Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail.
15.03	Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails.
15.04	Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions.
15.05	Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions.
15.06	Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet.
15.07	Prepare the natural nail for the application of an artificial nail by utilizing knowledge of anatomy of nails and hands and product reaction on the nails.
15.08	Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions.
15.09	Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails.
15.10	Demonstrate the correct application procedure of nail forms and caps by following all safety and sanitation procedures.
15.11	Correctly apply artificial material to the natural nail following all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of angles and shapes to mold into a natural looking nail. Follow all manufacturers' directions.
15.12	Following all manufactures directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and or to the full natural nail. Demonstrate knowledge of diseases and disorders of the nail and relationships of size to mold the artificial nail into a natural looking nail.
15.13	Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail.
15.14	Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability

	create artful scenes on a minute surface.
15.15	Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance.
16.0	Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals (students are only required to perform 10 facial procedures to obtain a cosmetology license, refer to rule 61G5-22.006). – The student will be able to:
16.01	Choose the proper supplies, products, and equipment based on skin analysis and client consultation.
16.02	Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck.
16.03	Demonstrate knowledge of available treatments and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client.
16.04	Demonstrate ability and knowledge to properly do a final cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin.
16.05	Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur.
16.06	Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur.
16.07	Shape eyebrows by tweezing and waxing incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs.
16.08	Apply make-up based on the client's needs and desires, using proper safety procedures and appropriate application procedures and products, and utilizing knowledge of color theory and chemical reactions to the skin before application.

Course Number: COS0002

Occupational Completion Point: A

Hairdressers, Hairstylists, and Cosmetologists – 300 Hours – SOC Code 39-5012

17.0	Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing. – The student will be able to:
17.01	Prepare the client for service.
17.02	Analyze and evaluate the hair's chemical composition and structure.
17.03	Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client's needs.
17.04	Understand the chemical reaction of the shampoo molecule on the hair and scalp and utilize proper manipulations.

17.05	Rinse shampoo thoroughly from hair and scalp. Understand the chemical reaction of shampoo with water composition, temperature, and electrostatic force of each.
17.06	Identify different compositions of conditioners. Utilize problem solving skills determine the appropriate products and applications to communicate an understanding of factors that influence the choice of products to meet client's needs.
17.07	Apply treatment or conditioner according to manufacturer's directions.
17.08	Demonstrate the proper manipulation based on the scalp analysis and client consultation.
17.09	Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays). Have working knowledge of the effects of electricity and light as it deals with the scalp chemically and physically. Utilize problem-solving skills to determine the proper procedure to meet client's needs.
17.10	Remove conditioner or treatment, if required. Understand the chemical reaction of conditioners/treatments with the water, manufacturing recommendations, and client's needs.
18.0	Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. – The student will be able to:
18.01	Select and utilize hair cutting implements and techniques using scissors, razors, clippers, texturizing implements, and utilizing universal precautions. Select proper implements, identify implement parts, and utilize implements properly by using knowledge of hair structure and condition of the hair.
18.02	Make a decision using active listening and knowledge of hair to determine desired implementation and results. Divide the head into sections according to head structure of client for desired haircut (dry/wet). Use appropriate elevation and proceed with hair cut to obtain desired results (solid form, graduated, layered, over-directed and combinations thereof).
18.03	Edge and clean neckline using the bone structure of the head and texture of the hair to the appropriate shape and length, using the razor, clipper or scissors.
18.04	Check completed haircut for blends by analyzing the relationship between the hairs remaining on the client's head to the stature of the client using the different degree of elevation of hair.
18.05	Decontaminate, and maintain cutting implements using appropriately mixed chemicals (EPA approved and hospital grade) and following the manufacturer's directions and the procedure for decontamination of tools per 61G5-22.005, F.A.C.

Course Number: COS0003

Occupational Completion Point: A

Hairdressers, Hairstylists, and Cosmetologists – 300 Hours – SOC Code 39-5012

19.0	Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing hairstyles on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. – The student will be able to:
19.01	Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs by demonstration of knowledge of planes, angles, anatomy and law of color.

19.02	Perform "wet set" using principles of design (i.e. hair sculpturing, rollers and finger waves).
19.03	Set up equipment and perform thermal styling using blow dryers, flat irons, curling irons, crimping irons, pressing combing, using principles of design.
19.04	Demonstrate the principles of styling the client's hair utilizing knowledge of anatomy, angles and planes in "combing-out" various hairstyles.
19.05	Demonstrate knowledge of braiding natural hair techniques by utilizing knowledge of anatomy and mathematics.
19.06	Demonstrate ability in styling individual hairpieces by utilizing knowledge of chemistry, angles, and planes.
19.07	Demonstrate ability to create hairstyles by incorporating, attaching and blending hairpieces into the desired hairstyle.
20.0	Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. – The student will be able to:
20.01	Determine and identify the geometric shapes of artificial hair, including wigs and hairpieces. Calculate the relationships of color theory and its chemical make-up necessary to achieve the desired result.
20.02	Measure client's head form as it relates to the similarity and proportionality of the individual wig or hairpiece.
20.03	Cleanse and cut artificial hair utilizing chemical theory and practical application necessary to achieve the desired result.
20.04	Secure and intertwine artificial hair to the scalp or hair using chemical bonding compound or by interlocking with a needle or hook to achieve the desired style.

Course Number: COS0009
Occupational Completion Point: A
Hairdressers, Hairstylists, and Cosmetologists – 375 Hours – SOC Code 39-5012

21.0	Identify and perform permanent waving, reconstructed curl and chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. Be able to demonstrate proper procedure and application of chemicals. – THE student will be able to:
21.01	Analyze scalp and hair for skin or hair disease or disorders to avoid adverse reaction and determine that proper chemical for the client.
21.02	Select appropriate solution and strength, by measuring and mixing, according to hair texture and desired results.
21.03	Demonstrate knowledge of chemical and physical changes.
21.04	Demonstrate knowledge of possible adverse chemical reactions to the skin. Apply a protective barrier cream to avoid client injury.
21.05	Apply the proper chemicals required for a rearranger or chemical relaxer to achieve desired result.

21.06	Demonstrate knowledge of the chemical reaction of chemical relaxer or reconstructive curl to determine the necessary processing time.
21.07	Read, analyze and perform rinsing or shampooing as per manufacturer's instructions to avoid adverse chemical reactions.
21.08	Demonstrate knowledge of the proper selection of rods and wrapping techniques to achieve desired results.
21.09	Demonstrate the ability to apply the processing solution for the appropriate time and perform test curl.
21.10	Demonstrate the ability to rinse, blot, shampoo, and/or neutralize all chemical solutions.
21.11	Demonstrate the ability to remove rods and apply knowledge of chemicals to condition, normalize and style hair to the desired result and to record the results.
21.12	Demonstrate chemical knowledge and application of leave-in treatments and record the results.
22.0	Identify and apply temporary, semi-permanent, permanent color, lightener and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin. Identify, measure, and predict chemical reactions. Demonstrate proper procedure and application of chemicals. – The student will be able to:
22.01	Perform an FDA mandated patch test (predisposition, skin, and allergy test), to determine client sensitivity to product. Decide whether to apply patch test and use appropriate application procedure. Mix chemicals following manufacturer's directions.
22.02	Demonstrate the practice of effective draping of the client to insure safety in the workplace and community. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
22.03	Describe, observe, identify and analyze the functions, structures, diseases and disorders of the scalp and hair.
22.04	Analyze the hair's texture, density, elasticity, porosity and condition to determine the appropriate solutions needed to perform the service and obtain the desired results. Select and assemble all needed materials after analysis.
22.05	Divide the hair into appropriate sections to visualize the scalp for proper application of product.
22.06	Mix, if required, and apply appropriate color, toner, and/or bleach according to manufacturer's directions. Use proper safety equipment to safeguard the student, operator, and client.
22.07	Perform a strand test to determine desired color using proper procedures. Follow all safety and sanitation procedures.
22.08	Identify and perform specialty-coloring techniques using the knowledge of ratios and proportions to analyze the density and texture of the client's hair and determine the techniques needed to properly section and apply product.
22.09	Choose the appropriate shampoo to cleanse the hair using knowledge of shampoo chemistry before or after applying color according to manufacturer's instructions. Remove unwanted color stains on the skin if needed using appropriate products and complete the client consultation card.
22.10	Analyze the hair to determine if a conditioner or normalizing conditioner is needed either before or after shampooing using the knowledge of the chemistry of conditioners. Follow manufacturer's directions. Complete the client consultation card.

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.

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)

SkillsUSA, Inc. is the appropriate career and technical student organization for 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.

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.

Basic Skills (if applicable)

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 8, Language 8 and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

Program Title: Advanced Esthetics
Program Type: Career Preparatory
Career Cluster: Human Services

Career Certificate Program

Program Number	D500200
CIP Number	0612040902
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA, Inc.
SOC Codes (all applicable)	39-5094 Skin Care Specialists
Basic Skills Level	Mathematics: 8 Language: 8 Reading: 9

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 the Human Services career cluster; 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 Human Services career cluster.

This program is a continuation of the Facials/Skin Care Specialist program. A student completing the Advanced Esthetics program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094) within the spa industry, medical offices including dermatologic and plastic surgeons, and the new medi-spa industry. The program is designed for registered Facials/Skin Care Specialist who would like to add training to update their skills and become current with the new trends in the field of esthetics. It will help meet rising consumer demand for personalized care and therapeutic treatment by highly skilled skin care professionals.

The content includes, but is not limited to: communication, leadership, human relations, and employability skills; safe and efficient work practices; Florida cosmetology law and rules; spa therapies; chemical peels; exfoliators; microdermabrasion equipment; advanced esthetics; advanced European treatments; and esthetics chemistry. Students will also become familiar with appropriate medical terminology and first aid. Nutrition and its effects on the body and appearance will also be studied.

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

Program Structure

This program consists of a one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

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 postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CSP0105	Advanced Skin Care I	COSMETOL @7 7 G FACIAL TEC 7 G	150 hours	39-5094
	CSP0106	Advanced Skin Care II		150 hours	
	CSP0264	Facial Treatments		150 hours	
	CSP0930	Specialty Topics		60 hours	
	CSP0505	Ethical Business Practices		30 hours	
	CSP0940	Internship		60 hours	

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

This program is designed for registered Facials/Skin Care Specialist within the State of Florida who wish to enhance their skillset in order to be employable by the spa industry, medical offices including dermatology and plastic surgery, and the new medi spa industry.

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 understanding of principles found in advanced bacteriology.
- 02.0 Demonstrate knowledge and understanding of advanced electrical equipment and their usage and purpose within the esthetics field.
- 03.0 Demonstrate understanding of the field of advanced techniques and procedures with emphasis on medical terminology and bodily health.
- 04.0 Demonstrate a clear understanding of cosmetic surgery and the esthetician.
- 05.0 Demonstrate a clear understanding of Botox®, dermal fillers and sclerotherapy.
- 06.0 Demonstrate and have a working knowledge of how to build your medi spa business.
- 07.0 Demonstrate advanced knowledge of skin and its physiology and histology as a basic requirement of knowledge for the advanced skin care professional.
- 08.0 Demonstrate the usage of products in the field of advanced esthetics.
- 09.0 Demonstrate the techniques, precautions and procedures of mask application.
- 10.0 Demonstrate understanding of the field of microdermabrasion techniques, precautions and procedures.
- 11.0 Demonstrate competence in the field of chemical peel techniques, precautions, and procedures.
- 12.0 Demonstrate a strong foundation of treatment plans for individual client needs which ensures an optimal outcome in skin care.
- 13.0 Demonstrate understanding of specialty topic, their legal and regulatory implications, and be able to apply this knowledge in the work setting.
- 14.0 Develop entrepreneurial business practices.
- 15.0 Demonstrate working knowledge of the industry itself.

Florida Department of Education
Student Performance Standards

Program Title: Advanced Esthetics
Career Certificate Program Number: D500200

Course Number: CSP0105	
Occupational Completion Point: A	
Advanced Skin Care I-Esthetician – 150 Hours – SOC Code 39-5094	
01.0	Demonstrate knowledge and understanding of principles found in advanced bacteriology. – The student will be able to:
01.01	Demonstrate basic understanding of the importance of sanitary precautions in the work environment.
01.02	Demonstrate basic knowledge of bacteria according to State Board of Cosmetology. Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory (NOTE: staph and MRSA must be reviewed).
01.03	Students will be able to follow procedures for decontamination of tools per 61G5-22.002 F.A.C.
01.04	Be able to prepare clients and assemble sanitized materials.
01.05	Describe, observe, identify, and analyze the functions, structures, and diseases and disorders of skin.
01.06	Demonstrate and communicate to the client the proper care of skin, through cleanliness, nutrition, and healthy living.
01.07	Apply teamwork procedures and social skills in following the rules for professional ethics.
01.08	Demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.
02.0	Demonstrate knowledge and understanding of advanced electrical equipment and their usage and purpose within the esthetics field. – The student will be able to:
02.01	Explain the principles of electricity as used within the esthetics field.
02.02	Have a clear understanding of electric modalities and benefits.
02.03	Be able to identify appropriate equipment based on the identification of bone structure, face shapes, and fashion trends to fulfill client's needs and desires.
02.04	Have a clear understanding of the proper use of equipment and proper treatment protocols concerning advanced care.
02.05	Be able to set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays).
02.06	Have a clear understanding of the safety and the use of all equipment and machines in a medi spas environment.

02.07	Describe the effects of electricity and light as it deals with the skin chemically and physically.
02.08	Define the basics of atoms, neutrons, and electrons as it applies to the esthetics field.
02.09	Explain the difference between mechanical and chemical exfoliation medical grades.
02.10	Have a clear working knowledge of galvanic and iontophoresis of serum concentrates.
02.11	Have a clear working knowledge of high frequency applications and techniques.
02.12	Demonstrate an understanding of advanced face and body treatments in accordance with state guidelines.
02.13	Utilize problem-solving skills to determine the proper procedure to meet client's needs.
03.0	Demonstrate understanding of the field of advanced techniques and procedures with emphasis on medical terminology and bodily health. – The student will be able to:
03.01	Know and place in context with the esthetics industry a brief history of medicine.
03.02	Know some major contributions to the medical field involving issues within the esthetics industry.
03.03	Know the history of medical terminology as it pertains to the esthetics industry.
03.04	Understand and identify common drug side effects used within the esthetics industry.
03.05	Demonstrate an understanding of how prescription and illegal drugs affect the skin.
03.06	Demonstrate the effect of drugs on skin conditions such as acne and how others can cause dryness and allergic reactions on the skin's surface.
03.07	Explain to clients the effects of drugs and how they interfere with the body's intake of oxygen thus effecting healthy cell growth.
03.08	Explain the effect of lifestyles and the impact on the health of the skin.
04.0	Demonstrate a clear understanding of cosmetic surgery and the esthetician. – The student will be able to:
04.01	Identify and demonstrate a clear understanding of post- and pre-op surgical procedures under a physician's supervision.
04.02	Identify which procedures a Facial/Skin Care Specialist by Florida Statute/Rule can perform under a doctor's supervision.
04.03	Identify surgical procedures that can be performed by plastic surgeons and dermatologists only.
04.04	Understand and apply protocols involved with patient recovery.
04.05	Understand and apply working knowledge of wound care for proper healing of surgical procedures.
04.06	Explain career opportunities that are available in the medi spas side of esthetics.

05.0	Demonstrate a clear understanding of Botox®, dermal fillers, and sclerotherapy. – The student will be able to:
05.01	Explain the history and benefits of Botox® and other dermal fillers.
05.02	Explain the importance of training as it pertains to Botox® and dermal fillers.
05.03	Identify the licensure and liability issues associated with Botox® and other injectables.
06.0	Demonstrate and have a working knowledge of how to build your medi spas business. – The student will be able to:
06.01	Identify and define a medi spas clinical setting and the services that are performed in that setting.
06.02	Understand the importance of innovation within the medi spas industry.
06.03	Describe how medi spas integrate surgical and nonsurgical procedures.
06.04	Describe how medi spas monitor patient recovery.
06.05	Discuss how medi spas organize and monitor medi spas treatments and which must be under the care and supervision of a physician.
06.06	Explain the licensure and liability issues associated with the medi spas industry and how corporations use this industry for preventative care options.

Course Number: CSP0106
Occupational Completion Point: A
Advanced Skin Care II-Esthetician – 150 Hours – SOC Code 39-5094

07.0	Demonstrate advanced knowledge of skin and its physiology and histology as a basic requirement of knowledge for the advanced skin care professional. – The student will be able to:
07.01	Demonstrate advanced knowledge of skin, its physiology and histology.
07.02	Be able to identify and explain the basic layers of the skin.
07.03	Be able to identify the effects of hormones on the skin.
07.04	Describe the function of the skin and how it gets its color through melanin.
07.05	Define and have an understanding of collagen and elasticity.
07.06	Demonstrate a clear understanding of the dermatological treatment of sun damage and sun protection of the skin.
07.07	Explain the aging process of the skin.
07.08	Have a clear understanding of free radical damage.
07.09	Be able to identify the structures, functions and disorders of the skin and be able to advise on a wide variety of appropriate

	protocols.
07.10	Distinguish between different types of chronic disorders of the skin and suggestions on appropriate protocols.
07.11	Describe the changes in skin (normal, oily, dry, and combination) in advanced skin care protocols.
08.0	Demonstrate the usage of products in the field of advanced esthetics. – The student will be able to:
08.01	Identify skin type and aging classifications with treatment plans in mind for proper protocol specific to both male and female clients.
08.02	Describe the basic products used in advanced facials.
08.03	Recognize and understand the benefits of many ingredients.
08.04	Understand product chemistry and product components in formulating advanced skin care products.
08.05	List and describe the main categories of advanced professional skin care products, e.g. derma fillers, medical grade chemical peels, keratolytic agents, etc.
08.06	Be able to understand and apply different product formulations for different skin types.
08.07	Explain FDA regulations regarding cosmetic claims and product safety.
08.08	Have a clear understanding of the history of aromatherapy and spa therapies.
08.09	Be able to appropriately use aromatherapy oils.
08.10	Know and apply safety precautions regarding use of aromatherapy oils within the esthetics industry.
09.0	Demonstrate the techniques, precautions and procedures of mask application. – The student will be able to:
09.01	Demonstrate a clear understanding of mask application.
09.02	Communicate skills and knowledge of mask treatment protocols to others.
09.03	Demonstrate preparation and procedures for advanced facial mask techniques.
09.04	Identify treatments for different skin conditions which include dryness, oiliness, or redness and the appropriate mask formula which will work best for these skin types.
09.05	Understand contraindications and indications of facial treatments with the use of masks.
09.06	Be able to describe, observe, identify and analyze the functions, structures, and diseases and disorders of skin.
09.07	Have a clear understanding of sanitization and sterilization in reference to advanced mask (e.g., medical-grade) usage and safety procedures for all forms of decontaminations and autoclave.
09.08	Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory.

09.09	Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions.
09.10	Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per 61G5-22.002 Florida Administrative Code (F.A.C.).
09.11	Demonstrate and communicate to the client the proper care of skin through cleanliness, nutrition, and healthy living.
10.0	Demonstrate understanding of the field of microdermabrasion techniques, precautions and procedures. – The student will be able to:
10.01	Summarize the history of microdermabrasion.
10.02	Understand the value of clinical training for microdermabrasion.
10.03	Know and apply the Florida Administrative Code (F.A.C.), regulations and insurance requirements for licensure which apply to equipment used in the field of microdermabrasion.
10.04	Know and be able to apply indications, applications, contraindications, and mechanism of action of microdermabrasion.
10.05	Understand the benefits of the use of microdermabrasion and patient recovery time under physician care.
10.06	Be able to identify various career options available with microdermabrasion.
10.07	Understand how professional ethics apply to the field of microdermabrasion treatments.
10.08	Demonstrate a working knowledge in Microdermabrasion applications, safety, and procedures.
11.0	Demonstrate competence in the field of chemical peel techniques, precautions, and procedures. – The student will be able to:
11.01	Know and apply indications, applications, contraindications, and mechanisms of action of chemical peeling agents that are medical grade.
11.02	Identify chemical peel classifications in terms of peel depth.
11.03	Understand and apply the principles of patient selection, pre- and post-treatment precautions, and treatment alternatives for chemical peels.
11.04	Understand and be able to implement clinical protocols for the following chemical peeling agents to obtain optimal results with medical grade retinoic acid, enzyme peels, alpha hydroxy acid, beta hydroxy acid, and trichloroacetic acid.
11.05	Prevent and manage chemical peel complications, types of wounds and compromises.
11.06	Demonstrate a clear understanding of post- and pre-opt surgical procedures under a physician's supervision.
11.07	Be able to identify various career options available with chemical peels.
11.08	Understand and be able to advise and act ethically with clients regarding chemical peels.

Course Number: CSP0264
Occupational Completion Point: A
Facial Treatments-Esthetician – 150 Hours – SOC Code 39-5094

12.0	Demonstrate a strong foundation of treatment plans for individual client needs which ensures an optimal outcome in skin care. – The student will be able to:
12.01	Discuss the importance and the advantages of giving a facial without the aid of machines in the salon for cost effectiveness.
12.02	Explain the procedures that can be done in the salon with the different types of skin and benefits of each.
12.03	Discuss the benefits for having a strong foundation of step-by-step procedures for each skin type and to be able to meet individual needs.
12.04	Demonstrate the treatment protocol for dry skin.
12.05	Demonstrate the treatment protocol for normal skin.
12.06	Demonstrate the treatment protocol for oily skin.
12.07	Demonstrate the treatment protocol for acne skin.
12.08	Demonstrate the treatment protocol for mature and aging skin.
12.09	Demonstrate the treatment protocol for combination skin.
12.10	Demonstrate the treatment protocol for couperose skin.
12.11	Demonstrate the treatment protocol for skin that is affected by rosacea.
12.12	Demonstrate the treatment protocol for males.
12.13	Demonstrate the treatment protocol for ethnic skin.

Course Number: CSP0930
Occupational Completion Point: A
Specialty Topics-Esthetician – 60 Hours – SOC Code 39-5094

13.0	Demonstrate understanding of specialty topic, their legal and regulatory implications, and be able to apply this knowledge in the work setting. – The student will be able to:
13.01	Explain the importance of the specialty topic such as permanent make-up and other related specialties in the industry.
13.02	Explain the benefits to clients of the specialty topic.
13.03	Explain the legal and regulatory issues involved with the specialty topic.

13.04	Explain the indications and contraindications of use of the specialty topic on clients.
13.05	Demonstrate competences and techniques in specialty topics such as air brush make-up, spray tans and spa techniques.
13.06	Demonstrate an understanding of any safety precautions involved with the specialty topic.
13.07	Explain economic or business decisions involved with the specialty topic.
13.07.01	Identify career opportunities involved with the specialty topic.
13.07.02	Describe any personal or salon safety rules impacted by the specialty topic.

Course Number: CSP0505
Occupational Completion Point: A
Ethical Business Practices-Esthetician – 30 Hours – SOC Code 39-5094

14.0	Demonstrate a fundamental understanding product management and sales with business principles. --The student will be able to:
14.01	Understand and apply appropriate product management and sales techniques with a client.
14.02	Demonstrate understanding of business promotion.
14.03	Demonstrate understanding of environmental and safety regulations involved with this industry.
14.04	Demonstrate knowledge and principles of staff management and ethical behaviors.
14.05	Demonstrate knowledge and application of products.
14.06	Understand and implement marketing strategies which lead to business growth.
14.07	Understand similarities and differences between traditional salons, spas, and medi spas.
14.08	Describe the importance of entrepreneurship to the American economy.
14.09	List the advantages and disadvantages of business ownership.
14.10	Identify the risks involved in ownership of a business.
14.11	Identify the necessary personal characteristics of a successful entrepreneur.
14.12	Define entrepreneurship-management skills.
14.13	Identify the business skills needed to operate a small business efficiently and effectively.

Course Number: CSP0940
Occupational Completion Point: A
Internship-Esthetician – 60 Hours – SOC Code 39-5094

15.0 Demonstrate working knowledge of the industry itself. – The student will be able to:

15.01 Demonstrate high level of work place skills to potential employers.

15.02 Demonstrate readiness for advanced positions within the esthetics industry.

15.03 Demonstrate effective communication skills with clients and others that allow the client to understand the factors that influence the determination of treatment strategies necessary to meet his/her needs.

15.04 Acquire additional skills as the industry changes and matures.

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.

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)

SkillsUSA, Inc. is the appropriate career and technical student organization for 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.

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.

Basic Skills (if applicable)

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 8, Language 8 and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

Program Title: Personal Trainer
Program Type: Career Preparatory
Career Cluster: Human Services

Career Certificate Program

Program Number	D500300
CIP Number	0331050703
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	HOSA
SOC Codes (all applicable)	39-9031 Fitness Trainers and Aerobics Instructors
Basic Skills Level	Mathematics: 9 Language: 10 Reading: 10

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 the Human Services career cluster; 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 Human Services career cluster.

The content includes, but is not limited to, fitness training principles, human anatomy and systems, and concepts related to health, nutrition and fitness. The purpose of this program is to prepare students for employment as certified personal or fitness trainers.

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 occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

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 postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	PEP0110	Personal Trainer	PERS FIT TR 7G	600 hours	39-9031

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 of physical activity, exercise and physical fitness.
- 02.0 Demonstrate understanding of physical fitness training principles.
- 03.0 Demonstrate knowledge of current and legal issues related to fitness and wellness.
- 04.0 Identify and discuss energy systems (bioenergetics systems).
- 05.0 Identify and describe the cardiovascular, respiratory and musculoskeletal systems.
- 06.0 Demonstrate an understanding of extreme exercise responses, injuries and precautions.
- 07.0 Demonstrate knowledge of kinesiology and human movement.
- 08.0 Demonstrate knowledge of the muscular system of the human body.
- 09.0 Demonstrate knowledge of exercise science.
- 10.0 Identify the benefits of and barriers to physical activity and the consequences of physical inactivity.
- 11.0 Identify and understand models of health-related behavior change.
- 12.0 Understand the psychological considerations of learning.
- 13.0 Demonstrate knowledge of cardiorespiratory fitness.
- 14.0 Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity.
- 15.0 Demonstrate understanding of risk factors.
- 16.0 Describe and evaluate different cardiorespiratory endurance testing options.
- 17.0 Identify and analyze health issues related to nutrition.
- 18.0 Demonstrate understanding of concepts related to resistance training.
- 19.0 Demonstrate knowledge of concepts related to flexibility.
- 20.0 Understand the responsibilities and scope of practice for a Certified Personal Trainer.
- 21.0 Identify methods of managing special populations and medical conditions.
- 22.0 Describe and design various health and fitness programs.

Florida Department of Education
Student Performance Standards

Program Title: Personal Trainer
Career Certificate Program Number: D500300

Course Number: PEP0110	
Occupational Completion Point: A	
Personal Trainer – 600 Hours – 39-9031	
01.0	Demonstrate knowledge of physical activity, exercise, and physical fitness. – The student will be able to:
01.01	Demonstrate an understanding of physical activity.
01.02	Identify and explain the benefits of exercise.
01.03	Identify and explain the five components of physical fitness: body composition, cardiorespiratory endurance, flexibility, muscular endurance, and muscular strength.
01.04	Evaluate the differences between health-related fitness and fitness conditioning.
02.0	Demonstrate understanding of physical fitness training principles. – The student will be able to:
02.01	Define the principles of adaptation, progressive overload, specificity and program progression.
02.02	Demonstrate knowledge of the Specificity Principle.
02.03	Define dynamic stretching and identify dynamic stretches for warm-up and cool-down.
03.0	Demonstrate knowledge of current legal issues related to fitness and wellness. – The student will be able to:
03.01	Define basic legal terms.
03.02	Demonstrate understanding of negligence.
03.03	Define and understand contract law, labor law, antitrust law, and workers' compensation law.
03.04	Identify and understand disability laws.
03.05	Demonstrate understanding of the legal duties of athletic administrators and coaches.
03.06	Define and understand gender equity.
03.07	Select a current legal issue related to fitness and wellness; prepare an outline and deliver an oral presentation on the selected topic.

04.0	Identify and discuss energy systems (bioenergetics systems). – The student will be able to:
04.01	Demonstrate an understanding of the three energy systems (adenosine triphosphate, anaerobic, aerobic).
04.02	Define and explain each energy system and how each system is used during different types of exercise.
05.0	Identify and describe the cardiovascular, respiratory, and musculoskeletal systems. – The student will be able to:
05.01	Demonstrate an understanding of the cardiovascular system and its functions.
05.02	Demonstrate an understanding of the respiratory system and its functions.
05.03	Demonstrate an understanding of the musculoskeletal system and its functions.
06.0	Demonstrate an understanding of extreme exercise responses, injuries and precautions. – The student will be able to:
06.01	Describe traumatic (acute) muscle and joint injuries.
06.02	Describe overuse (chronic) muscle and joint injuries.
06.03	Describe the components of the RICES therapeutic modality (rest, ice, compression, elevation, stabilization).
06.04	Recognize and discuss exercise-related warning signs and emergency procedures.
06.05	Assess and discuss environmental emergencies.
06.06	Understand hydration recommendations for health and fitness.
06.07	Identify the different classes of medications/drugs and commonly used substances.
07.0	Demonstrate knowledge of kinesiology and human movement. – The student will be able to:
07.01	Identify and understand the basic terms and principles of biomechanics.
07.02	Demonstrate understanding of anatomical terminology.
07.03	Describe and demonstrate an understanding of muscle movement.
08.0	Demonstrate knowledge of the muscular system of the human body. – The student will be able to:
08.01	Identify the three types of muscle tissue in the human body.
08.02	Identify the posterior and anterior muscles of the human body.
08.03	Demonstrate knowledge of prime mover muscles (agonist muscles) in the upper body.

08.04	Demonstrate a clear understanding of muscle and joint actions in the upper body.
08.05	Demonstrate knowledge of prime mover muscles (agonist muscles) in the lower body.
08.06	Demonstrate a clear understanding of muscle and joint actions in the lower body.
09.0	Demonstrate knowledge of exercise science. – The student will be able to:
09.01	Identify and summarize exercise science theories and practices.
09.02	Demonstrate the communication skills used in health and fitness occupations.
10.0	Identify the benefits of and barriers to physical activity and the consequences of physical inactivity. – The student will be able to:
10.01	Explain the dose-response relationship of exercise.
10.02	Describe how fitness can improve the quality of life of moderately active adults.
10.03	Demonstrate understanding of the benefits of flexibility and resistance training.
10.04	Describe the consequences of physical inactivity.
10.05	Evaluate and explain the health consequences related to obesity.
10.06	Analyze and explain the perceived barriers to exercise.
11.0	Identify and understand models of health-related behavior change. – The student will be able to:
11.01	Describe Wellness Motivation Theory.
11.02	Demonstrate understanding of the Transtheoretical Model of Behavior Change.
11.03	Compare and contrast other behavioral change models.
12.0	Understand the psychological considerations of learning. – The student will be able to:
12.01	Demonstrate understanding of the learning process.
12.02	Compare and contrast a variety of learning theories (e.g., classical, cognitivism, constructivism).
13.0	Demonstrate knowledge of cardiorespiratory fitness. – The student will be able to:
13.01	Demonstrate understanding of cardiorespiratory fitness programming.
13.02	Design a cardiorespiratory fitness program.

13.03	Outline and evaluate the components of assessment and programming.
13.04	Understand the benefits of cardiorespiratory health.
13.05	Explain the differences between physical activity and cardiorespiratory fitness in terms of cardiovascular health.
13.06	Identify the amount of physical activity recommended for adults.
13.07	Explain the Physical Activity Guidelines published jointly by the ACSM and AHA and supported by the ODPHP.
14.0	Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity. – The student will be able to:
14.01	Identify peripheral pulse sites.
14.02	Demonstrate how to monitor heart rate using peripheral pulse sites.
14.03	Calculate target heart rate at different intensities using the Karvonen method.
14.04	Describe the Rated Perceived Exertion (RPE) scale.
14.05	Define the Metabolic Equivalent of Task (MET) formula.
14.06	Describe the scope of usage of the MET concept.
14.07	Explain the classifications of physical readiness.
15.0	Demonstrate understanding of risk factors. – The student will be able to:
15.01	Define risk factor and identify examples of common risk factors.
15.02	Identify risk factors and the associated risk thresholds.
15.03	Describe the health status classifications and how they are determined (low, moderate, high risk).
16.0	Describe and evaluate different cardiorespiratory endurance testing options. – The student will be able to:
16.01	Describe the difference between maximal and submaximal cardiorespiratory fitness testing.
16.02	Explain the rationale for fitness testing.
16.03	Explain the purpose of using a multi-stage fitness test.
16.04	Identify the preliminary testing procedures (pre-assessment).
16.05	Explain the components of cardiorespiratory pretest screening and assessment.

16.06	Demonstrate the three-minute step test protocol.
16.07	Identify the purpose, required equipment, and procedure utilized in the protocol.
17.0	Identify and analyze health issues related to nutrition. – The student will be able to:
17.01	Identify health issues related to body composition.
17.02	Calculate body composition from body density using the appropriate equation.
17.03	Calculate body mass index (BMI) and discuss the pros and cons of using this measurement tool.
17.04	Demonstrate knowledge of nutrition and weight management concepts.
17.05	Identify and describe a variety of eating disorders.
17.06	Define Female Athlete Triad; identify the factors and outline the signs and symptoms of this disorder.
17.07	Describe the use of anthropometric measurements and data in assessing risk factors.
18.0	Demonstrate understanding of concepts related to resistance training. – The student will be able to:
18.01	Explain the differences between resistance training for health versus resistance training for sport/fitness.
18.02	Design resistance training programs for healthy adults.
18.03	Discuss the guidelines for developing muscle strength and endurance.
18.04	Understand the recommendations for muscle strength and muscle endurance.
18.05	Demonstrate understanding of the FITT principle for muscle strength and endurance.
18.06	Demonstrate appropriate spotting and safety techniques for resistance training.
18.07	Explain the methods utilized to measure muscular strength.
18.08	Identify ways to assess muscular endurance.
19.0	Demonstrate knowledge of concepts related to flexibility. – The student will be able to:
19.01	Demonstrate the ability to assess posture and range of motion (ROM).
19.02	Identify and discuss methods to improve flexibility.
19.03	Recognize the limitations and recommended precautions for flexibility training.

19.04	Demonstrate knowledge of the benefits of regular flexibility training.
19.05	Select and administer appropriate flexibility assessments according to fitness recommendations (e.g., ACSM).
19.06	Describe some of the causes of chronic lower back pain.
19.07	Identify and describe common postural deviations.
19.08	Discuss flexibility assessments.
19.09	Identify contraindications for flexibility testing and training.
19.10	Identify, describe and demonstrate flexibility training exercises.
19.11	Identify high risk flexibility exercises.
19.12	Describe and demonstrate the protocol for testing trunk flexion.
20.0	Understand the responsibilities and scope of practice for a Certified Personal Trainer. – The student will be able to:
20.01	Understand the legal considerations related to the occupation.
20.02	Understand the business considerations related to the occupation.
20.03	Demonstrate knowledge of the complex human behavioral issues a trainer could face.
21.0	Identify methods of managing special populations and medical conditions. – The student will be able to:
21.01	Identify and describe the current fitness recommendations for pregnant women.
21.02	Identify and describe the current fitness recommendations for children and teens.
21.03	Identify and describe the current fitness recommendations for seniors/elderly.
21.04	Identify and describe the current fitness and nutrition recommendations for people with diabetes.
21.05	Identify and describe the current fitness recommendations for people with arthritis, osteoporosis, asthma, cardiovascular disease, and chronic obstructive pulmonary disease (COPD).
22.0	Describe and design various health and fitness programs. – The student will be able to:
22.01	Describe and design a health and fitness program designed for cardiovascular conditioning.
22.02	Describe and design a health and fitness program with a focus on resistance training.
22.03	Describe and design a health and fitness program to improve flexibility.

22.04 Describe and design a health and fitness program that includes functional exercises for total body fitness.

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.

Special Notes

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory program occurs through vocational classroom instruction and applied laboratory procedures and practices.

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)

HOSA: Future Health Professionals is the intercurricular career and technical student organization(s) 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.

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.

Basic Skills (if applicable)

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

Program Title: Barbering
Program Type: Career Preparatory
Career Cluster: Human Services

Career Certificate Program

Program Number	I120402
CIP Number	0612040200
Grade Level	30, 31
Standard Length	1200 hours
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-5011 Barbers
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

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 the Human Services career cluster; 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 Human Services career cluster.

The purpose of this program is to prepare students for employment as restricted barbers (SOC 39-5011) or barbers (SOC 39-5011). Instruction is designed to qualify students for employment upon successfully passing the Florida Restricted Barber or Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

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 two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

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 postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	COS0150	Restricted Barber 1	BARBERING 7 G	333 hours	39-5011
	COS0151	Restricted Barber 2		333 hours	
	COS0152	Restricted Barber 3		334 hours	
B	COS0671	Barber		200 hours	

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Barbers' Board

Please refer to 61G3-16.001 F.A.C. for educational and training requirements.

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 safe, sanitary and efficient work practices.
- 02.0 Identify and perform shampoo/hair conditioners and scalp treatment.
- 03.0 Identify and perform trimming/shaping of hair (cutting) with the use of scissor, clipper, and razor.
- 04.0 Identify and perform hairstyles.
- 05.0 Identify and perform mustache and beard design.
- 06.0 Demonstrate shaving the face.
- 07.0 Demonstrate appropriate understanding of basic science.
- 08.0 Identify and perform facial treatments.
- 09.0 Demonstrate knowledge of professional development (employability skills).
- 10.0 Demonstrate knowledge of Florida law and State Board requirements.
- 11.0 Demonstrate an understanding of entrepreneurship.
- 12.0 Identify and prepare hairpieces, wigs and hair attachments.
- 13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing.
- 14.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

Florida Department of Education
Student Performance Standards

Program Title: Barbering
Career Certificate Program Number: I120402

Course Number: COS0150
Occupational Completion Point: A
Restricted Barber – 333 Hours – SOC Code 39-5011

01.0	Demonstrate safe, sanitary and efficient work practices. – The student will be able to:
01.01	Observe and apply sanitation and shop safety rules and practices in all skill procedures.
01.02	Set up and operate equipment and utilize materials.
01.03	Clean and maintain implements and equipment.
01.04	Demonstrate professional ethics with clients and co-workers.
01.05	Analyze and recognize hair, skin and scalp conditions.
01.06	Analyze hair, skin and scalp products using pH scale.
01.07	Identify the histology of skin and hair.
01.08	Exhibit professional occupational skills.
01.09	Determine the need for and perform corrective services.
02.0	Identify and perform shampoo/hair conditioners and scalp treatment. – The student will be able to:
02.01	Prepare the client for service.
02.02	Analyze and recognize hair and scalp condition.
02.03	Select and recommend appropriate professional products.
02.04	Apply shampoo and manipulate to cleanse hair and scalp.
02.05	Rinse shampoo thoroughly from hair and scalp.
02.06	Select professional products, understand the importance of professional product recommendations and product use.
02.07	Apply treatment or conditioner according to manufacturer's directions.

02.08	Perform scalp manipulation, if required.
02.09	Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared).
03.0	Identify and perform trimming/shaping of hair (cutting) with scissor, clipper, and razor. – The student will be able to:
03.01	Prepare the client and determine needs and desires (consultation).
03.02	Select and utilize hair cutting implements and techniques (shears, razor, clippers, texturizing implements).
03.03	Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and combinations with or without blends.
03.04	Edge and clean neckline with razor, clipper, or shears.
03.05	Check completed cut.
03.06	Sanitize cutting implements using universal sanitation procedures.

Course Number: COS0151
Occupational Completion Point: A
Restricted Barber – 333 Hours – SOC Code 39-5011

04.0	Identify and perform hair styles – the student will be able to:
04.01	Prepare client and determine needs and desired style (consultation).
04.02	Identify and perform wet set using principles of design (hair sculpting, rollers, and finger waves).
04.03	Prepare and perform thermal styling using blow dryers, curling irons, thermo-pressing combing, wand, and etc.
04.04	Comb out into desired style.
04.05	Utilize braiding technique.
05.0	Identify and perform mustache and beard design. – The student will be to:
05.01	Prepare the client.
05.02	Demonstrate suitable mustache and/or beard design and cutting based on facial structure.
05.03	Demonstrate trimming a mustache or trimming a beard.
05.04	Demonstrate the ability to use and explain professional beard products and sanitation procedures.
06.0	Demonstrate shaving the face. – The student will be able to:

06.01	Prepare patron for shaving.
06.02	Perform the shaving of the patron's face.
06.03	Perform the final cleansing of face and neck.

Course Number: COS0152
Occupational Completion Point: A
Restricted Barber – 334 Hours – SOC Code 39-5011

07.0	Demonstrate appropriate understanding of basic science. – The student will be able to:
07.01	Identify health-related problems that may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials.
07.02	Understand molecular reactions of skin and hair as a result of physical and chemical changes.
07.03	Draw conclusions or make inferences from data.
08.0	Identify and perform facial treatments. – The student will be able to:
08.01	Prepare the patron.
08.02	Diagnose and identify skin condition.
08.03	Assemble supplies and equipment.
08.04	Cleanse face and neck.
08.05	Perform designated treatment (mechanical or manual).
08.06	Perform final cleansing of face and neck.
09.0	Demonstrate knowledge of professional development (employability skills). – The student will be able to:
09.01	Perform safety and health practices applicable to the practice of barbering.
09.02	Locate opportunities for employment through social media, job sites on the internet, and word of mouth.
09.03	Understand practical application of the license to the job market.
09.04	Demonstrate employment-seeking skills.
09.05	Demonstrate appropriate work behavior.
09.06	Understand and project a professional image.

09.07	Work individually and cooperatively as a member of regular or culturally diverse team.
09.08	Utilize communication skills applicable to the industry.
09.09	Utilize math skills applicable to the industry.
09.10	Demonstrate how to adapt to change.
09.11	Demonstrate knowledge of the need to balance personal and professional life.
09.12	Demonstrate the ability to properly facilitate the use of business resources and energy in a practical manner.
09.13	Explain how technology has become a practical part of the barbering industry and demonstrate applications.
10.0	Demonstrate knowledge of Florida Law and State Board requirements. – The student will be able to:
10.01	Demonstrate working knowledge of Florida Law, Chapter 476.
10.02	Demonstrate universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome.
10.03	Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200.
11.0	Demonstrate an understanding of entrepreneurship. – The student will be able to:
11.01	Define entrepreneurship.
11.02	Describe the importance of entrepreneurship to the American economy.
11.03	Identify advantages and disadvantages of business ownership as related to the barbering industry.
11.04	Identify the necessary personal characteristics of a successful entrepreneur.
11.05	Identify the business skills needed to operate a small business efficiently and effectively.

Course Number: COS0671
Occupational Completion Point: B
Barber – 200 Hours – SOC Code 39-5011

12.0	Identify and prepare hair pieces, wigs, and hair attachments. – The student will be able to:
12.01	Determine and identify styles and colors of wigs and hairpieces.
12.02	Measure the head and fit wig or hairpiece.
12.03	Clean, shape, and style to client's features.

12.04	Attach and blend hair pieces/extensions into desired style.
13.0	Identify and perform permanent wave/reconstruction curl/chemical relaxing. – The student will be able to:
13.01	Prepare client and determine needs and desired style (consultation).
13.02	Analyze hair, check scalp.
13.03	Select appropriate solution strength according to hair texture, desired results.
13.04	Perform shampoo and shaping as required.
13.05	Apply protective cream or lotion.
13.06	Apply rearranger or straightener as required for desired results following curl or chemical relaxer.
13.07	Strand test for straightness if performing reconstruction curl or chemical relaxer.
13.08	Rinse or shampoo according to manufacturer's directions.
13.09	Select rods and wrap hair, if required, according to manufacturer's directions.
13.10	Apply processing solution and process, take test curls.
13.11	Rinse, blot, shampoo and/or neutralize.
13.12	Remove rods, condition and style, record results.
13.13	Apply leave-on treatment, if required. Record results.
14.0	Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. – The student will be able to:
14.01	Perform patch test (pre-disposition), if required.
14.02	Prepare client, determine needs and desires (consultation).
14.03	Analyze scalp and hair.
14.04	Select and assemble appropriate solutions according to hair texture and desired results.
14.05	Section hair, if required.
14.06	Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions.
14.07	Perform strand tests.

14.08 Identify and perform specialty-coloring techniques.

14.09 Shampoo before or after applying color according to manufacturer's directions. Record results.

14.10 Understand molecular reactions as a result of physical and chemical changes.

14.11 Draw conclusions or make inferences from data.

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.

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)

SkillsUSA, Inc. is the appropriate career and technical student organization for 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.

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.

Basic Skills (if applicable)

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 8, Language 8 and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

Program Title: Nails Specialty
Program Type: Career Preparatory
Career Cluster: Human Services

Career Certificate Program

Program Number	I120414
CIP Number	0612041004
Grade Level	240 hours
Standard Length	30, 31
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-5092 Manicurists and Pedicurists
Basic Skills Level	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 the Human Services career cluster; 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 Human Services career cluster.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the nails specialist and the related chemistry; bacteriology, anatomy and physiology; and development of skills in performing the techniques required in the practice of nails specialist occupations.

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 a core and one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

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 postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CSP0015	Manicurists and Pedicurists	NAIL TEC 7 G COSMETOL @7 7 G	240 hours	39-5092

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

Please refer to 61G5-22.015 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

A student completing the Nails Specialty program is prepared for employment as a licensed Manicurist and Pedicurist (SOC 39-5092). Instruction is designed to qualify students for employment upon successfully obtaining a Nails Specialty Certification.

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 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

**Florida Department of Education
Student Performance Standards**

**Program Title: Nails Specialty
Career Certificate Program Number: I120414**

**Course Number: CSP0015
Occupational Completion Point: A
Manicurists and Pedicurists – 240 Hours – SOC Code 39-5092**

01.0	Identify career opportunities. – The student will be able to:
01.01	Identify career opportunities in the nail care industry.
02.0	Demonstrate the importance of health, safety, environmental management systems, and regulatory compliance. – The students will be able to:
02.01	Describe personal and jobsite standards that maintain a 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	Employ safe, sanitary and efficient work practices. – The student will be able to:
03.01	Using universal precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and salon.
03.02	Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved hospital level) in appropriate proportions according to manufacturer's instructions.
03.03	Clean and maintain implements by using appropriately mixed chemicals and following the procedures for disinfection of tools per Chapter 61G-20.002, F.A.C.
03.04	Demonstrate cultural awareness of hygiene and socialized differences aby using active listening skills.
03.05	Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living.
03.06	Demonstrate and communicate to the client the proper care of hair, skin and nails through cleanliness, nutrition, and healthful living.
04.0	Demonstrate language arts knowledge and skills. – The students 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	Demonstrate mathematics knowledge and skills. – The students will be able to:
05.01	Identify math skills as it applies to grooming and salon services.
05.02	Demonstrate knowledge of arithmetic operations.
05.03	Analyze and apply data and measurements to solve problems and interpret documents.
05.04	Construct charts/tables/graphs using functions and data.
06.0	Demonstrate science knowledge and skills. – The students will be able to:
06.01	Discuss the role of creativity in constructing scientific questions, methods, and explanations.
06.02	Identify science as it applies to disinfection and infection control.
06.03	Identify chemistry as it applies to products used in the salon.
06.04	Identify science as it applies to anatomy and physiology.
06.05	Identify science as it applies to electricity and light therapy to perform appropriate treatment.
07.0	Explain the importance of employability skill and entrepreneurship skills. – The students will be able to:
07.01	Identify and demonstrate positive work behaviors needed to be employable.
07.02	Develop personal career plan that includes goals, objectives, and strategies.
07.03	Examine licensing, registration, and industry credentialing requirements per Chapter 61G5-29, F.A.C.
07.04	Maintain a career portfolio to document knowledge, skills, and experience.
07.05	Evaluate and compare employment opportunities that match career goals.
07.06	Identify and exhibit traits for retaining employment.
07.07	Identify opportunities and research requirements for career advancement.
07.08	Research the benefits of ongoing professional development.
07.09	Examine and describe entrepreneurship opportunities as a career planning option.
07.10	Project a professional image.
07.11	Utilize communication skills applicable to the industry.
07.12	Balance personal and professional life.

07.13	Use and conserve resources and energy.
07.14	Define entrepreneurship-management skills.
07.15	Describe the importance of entrepreneurship to the American economy.
07.16	List the advantages and disadvantages of business ownership.
07.17	Identify the risks involved in ownership of a business.
07.18	Identify the necessary personal characteristics of a successful entrepreneur.
07.19	Identify the business skills needed to operate a small business efficiently and effectively.
08.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
08.01	Employ leadership skills to accomplish organizational goals and objectives.
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.
08.05	Apply teamwork procedures and social skills in following rules of professional ethics.
09.0	Demonstrate personal money-management concepts, procedures, and strategies. – The students 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 importance of professional ethics and legal responsibilities. – The students will be able to:
10.01	Demonstrate working knowledge of Board of Cosmetology Florida Statutes, Chapter 477.
10.02	Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS.

10.03	Demonstrate knowledge of the Florida “Right- to-know” Law, Chapter 442.
10.04	Evaluate and justify decisions based on ethical reasoning.
10.05	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
10.06	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
10.07	Interpret and explain written organizational policies and procedures.
11.0	Describe the roles within teams, departments, organizational systems, and the larger environment. – The students will be able to:
11.01	Describe the nature and types of business organizations.
11.02	Explain the effect of key organizational systems on performance and quality.
11.03	List and describe quality control systems and/or practices common to the workplace.
11.04	Explain the impact of the global economy on business organizations.
12.0	Use information technology tools. – The students will be able to:
12.01	Use personal information management (PIM) applications to increase workplace efficiency.
12.02	Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing.
12.03	Demonstrate collaborative/groupware applications to facilitate group work.
13.0	Solve problems using critical thinking skills, creativity, and innovation. – The students will be able to:
13.01	Demonstrate critical thinking skills independently and in teams to solve problems and make decisions.
13.02	Demonstrate critical thinking and interpersonal skills to resolve conflicts.
13.03	Identify and document workplace performance goals and monitor progress toward those goals.
13.04	Conduct technical research to gather information necessary for decision-making.
14.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to:
14.01	Select and demonstrate appropriate concepts and strategies to enhance oral and written communication.
14.02	Locate, organize and reference written information from various sources.
14.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
14.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.

14.05	Apply active listening skills to obtain and clarify information.
14.06	Develop and interpret tables and charts to support written and oral communications.
14.07	Exhibit public relations skills that aid in achieving customer satisfaction.
15.0	Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. – The student will be able to:
15.01	Clean and maintain implements by using appropriately mixed chemicals (EPA approved hospital level) and following the procedures for disinfection of tools per Chapter 61G5-20.002, F.A.C. Assemble, set up, and operate equipment according to manufacturer's instructions.
15.02	Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail.
15.03	Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail.
15.04	Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails.
15.05	Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions.
15.06	Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions.
15.07	Perform proper Procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4) (G).
15.08	Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet.
15.09	Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions.
15.10	Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails.
15.11	Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures.
15.12	Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail.
15.13	Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail.
15.14	Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface.
15.15	Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance.

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.

Special Notes

Please refer to 61G5-22.015 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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)

SkillsUSA is the appropriate career and technical student organization for 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.

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.

Basic Skills (if applicable)

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics N/A, Language N/A, and Reading N/A. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted

from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

Program Title: Facials Specialty
Program Type: Career Preparatory
Career Cluster: Human Services

Career Certificate Program

Program Number	I120424
CIP Number	0612040805
Grade Level	30, 31
Standard Length	260 hours
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA, Inc.
SOC Codes (all applicable)	39-5094 Skin Care Specialists
Basic Skills Level	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 the Human Services career cluster; 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 Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Facials Specialist program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094). Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

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 occupational completion point.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

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 postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	CSP0265	Facials/Skin Care Specialists	FACIAL TEC 7 G COSMETOL @7 7 G	260 hours	39-5094

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

Please refer to 61G5-22.006 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

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 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, Sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measure and predicted. Demonstrate proper procedure and application of chemicals.

Florida Department of Education
Student Performance Standards

Program Title: **Facials Specialty**
Career Certificate Program Number: **I120424**

Course Number: CSP0265	
Occupational Completion Point: A	
Facials/Skin Care Specialists – 260 Hours – SOC Code 39-5094	
01.0	Identify career opportunities. – The student will be able to:
01.01	Identify career opportunities in the grooming and salon services field.
02.0	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:
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	Employ safe, sanitary and efficient work practices. – The student will be able to:
03.01	Using universal precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory.
03.02	Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer’s instructions.
03.03	Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5.002 (2), F.A.C.
03.04	Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills.
03.05	Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living.
04.0	Demonstrate language arts knowledge and skills. – The students 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	Demonstrate mathematics knowledge and skills. – The students will be able to:
05.01	Identify math skills as it applies to grooming and salon services.
05.02	Demonstrate knowledge of arithmetic operations.
05.03	Analyze and apply data and measurements to solve problems and interpret documents.
05.04	Construct charts/tables/graphs using functions and data.
06.0	Demonstrate science knowledge and skills. – The students will be able to:
06.01	Discuss the role of creativity in constructing scientific questions, methods, and explanations.
06.02	Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.
06.03	Identify science as it applies to decontamination and infection control.
06.04	Identify chemistry as it applies to products used in the salon.
06.05	Identify science as it applies to anatomy and physiology.
06.06	Identify science as it applies to electricity and light therapy to perform appropriate treatment.
07.0	Explain the importance of employability skill and entrepreneurship skills. – The students will be able to:
07.01	Identify and demonstrate positive work behaviors needed to be employable.
07.02	Develop personal career plan that includes goals, objectives, and strategies.
07.03	Examine licensing, certification, and industry credentialing requirements.
07.04	Maintain a career portfolio to document knowledge, skills, and experience.
07.05	Evaluate and compare employment opportunities that match career goals.
07.06	Identify and exhibit traits for retaining employment.
07.07	Identify opportunities and research requirements for career advancement.
07.08	Research the benefits of ongoing professional development.
07.09	Examine and describe entrepreneurship opportunities as a career planning option.
07.10	Project a professional image.

07.11	Work individually and cooperatively as a member of a homogenous or culturally diverse team.
07.12	Utilize communication skills applicable to the industry.
07.13	Balance personal and professional life.
07.14	Use and conserve resources and energy.
07.15	Define entrepreneurship-management skills.
07.16	Describe the importance of entrepreneurship to the American economy.
07.17	List the advantages and disadvantages of business ownership.
07.18	Identify the risks involved in ownership of a business.
07.19	Identify the necessary personal characteristics of a successful entrepreneur.
07.20	Identify the business skills needed to operate a small business efficiently and effectively.
08.0	Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:
08.01	Employ leadership skills to accomplish organizational goals and objectives.
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 personal money-management concepts, procedures, and strategies. – The students 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 importance of professional ethics and legal responsibilities. – The students will be able to:

10.01	Demonstrate working knowledge of Florida Law, Chapter 477.
10.02	Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS.
10.03	Demonstrate knowledge of the Florida “Right- to-know” Law, Chapter 442.
10.04	Evaluate and justify decisions based on ethical reasoning.
10.05	Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.
10.06	Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
10.07	Interpret and explain written organizational policies and procedures.
11.0	Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to:
11.01	Describe the nature and types of business organizations.
11.02	Explain the effect of key organizational systems on performance and quality.
11.03	List and describe quality control systems and/or practices common to the workplace.
11.04	Explain the impact of the global economy on business organizations.
12.0	Use information technology tools. – The students will be able to:
12.01	Use personal information management (PIM) applications to increase workplace efficiency.
12.02	Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications.
12.03	Employ computer operations applications to access, create, manage, integrate, and store information.
12.04	Employ collaborative/groupware applications to facilitate group work.
13.0	Solve problems using critical thinking skills, creativity and innovation. – The students will be able to:
13.01	Employ critical thinking skills independently and in teams to solve problems and make decisions.
13.02	Employ critical thinking and interpersonal skills to resolve conflicts.
13.03	Identify and document workplace performance goals and monitor progress toward those goals.
13.04	Conduct technical research to gather information necessary for decision-making.
14.0	Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to:

14.01	Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.
14.02	Locate, organize and reference written information from various sources.
14.03	Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.
14.04	Interpret verbal and nonverbal cues/behaviors that enhance communication.
14.05	Apply active listening skills to obtain and clarify information.
14.06	Develop and interpret tables and charts to support written and oral communications.
14.07	Exhibit public relations skills that aid in achieving customer satisfaction.
15.0	Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to:
15.01	Choose the proper supplies, products, and equipment based on skin analysis and client consultation.
15.02	Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck.
15.03	Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client.
15.04	Demonstrate ability and knowledge to properly do a cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin.
15.05	Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur.
15.06	Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur.
15.07	Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs.
15.08	Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
15.09	Choose the proper supplies, products, and equipment based on skin analysis and client consultation.
15.10	Assemble supplies and equipment.
15.11	Perform a color analysis and facial balance.
15.12	Apply basic and/or corrective make-up.
15.13	Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and

appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application.

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

Special Notes

Please refer to 61G5-22.006 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

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)

SkillsUSA, Inc. is the appropriate career and technical student organization for 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.

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.

Basic Skills (if applicable)

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 8, Language 8 and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.