

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Blueprint for Professional Success
Program Type: Practical Arts
Occupational Area: Family and Consumer Sciences
Components: N/A

Secondary
Program Number 8500375
 CIP Number 0920.0119PA
 Grade Level 9-12, 30, 31
 Length 1 CREDIT
 Certification VOC HME @4 AGRICULTURE 1 @2
 HOME EC 1 @2 BUS ED 1 @2@4
 GEN HME EC @4 INDUS ARTS @4@6
 VOC AGRI @4 I ART-TEC 1@2
 AGRI @2@4 MKTG 1@2
 Nursing Ed @5 Reg Nurse G
 Prac Nurse @7 G FAM CON SC 1

Facility Code 231
 CTSO FCCLA
 Coop Method No
 Apprenticeship No

- I. **PURPOSE:** The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals. Emphasis will include using current technology resources to investigate the broad range of occupations and careers in family and consumer sciences. The concept includes, but is not limited to, personal decision making as it applies to careers, occupations and entrepreneurial opportunities.
- II. **PROGRAM STRUCTURE:** The purpose of this course is designed to prepare students for the workplace in the twenty-first century. The course includes developing human resources, work ethics, decision making, balancing work and family, as well as other skills. These skills are often referred to as "soft skills". Exploration of a variety of careers is highly recommended through a job shadowing experience. Development of a portfolio will provide a personal file and organizational tool for the student to transfer knowledge to a real life experience.
- III. **SPECIAL NOTE:** Family, Career and Community Leaders of America, is the appropriate career and technical student organization (CTSO) for providing leadership training and reinforcing specific career skills. Career and Technical Student Organizations, when provided, shall be an integral part of the instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

Business/health/human and public services/community/technology partnerships are essential to provide current workplace practices. Planned and supervised job shadowing experiences must

be provided through one or more of the following: (1) directed workplace experiences (2) student projects (3) simulations (4) outside of class explorations.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, materials and technology appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of current equipment and technology, such as personal computers, software, and multi-media platforms.

The National Family and Consumer Sciences Standards which correlate to student performance standards have been included. The national standards will appear by number, i.e., NFCS Standards 2.1, 3.2. The FCS national standards can be viewed on the following website:

<http://ideanet.doe.state.in.us/octe/facs/natlstandards.htm>.

<http://www.aafcs.org/fcs/index.html> leads to an online directory which provides a comprehensive list of resources that directly correspond to the 16 National Teaching Standards. Links to governmental, organizational, educational, and commercial websites are available and organized by standard.

SCANS Competencies: Instructional strategies for this course must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. 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.

Equipment List: A generic equipment list is available for this course and is printed in a supplement to this document.

IV. **INTENDED OUTCOMES**: After successfully completing this course the student will be able to perform the following:

- 01.0 Demonstrate leadership and organizational skills.
- 02.0 Develop interpersonal skills for individual and job/career success.
- 03.0 Demonstrate skills for becoming a team player.
- 04.0 Identify desirable work ethics.
- 05.0 Demonstrate employability skills.

- 06.0 Create a personal portfolio of employment forms and letters.
- 07.0 Identify and integrate decision-making processes applicable to the workplace and work situations.
- 08.0 Develop effective communication skills for the workplace.
- 09.0 Plan appropriate wardrobes for different job experiences.
- 10.0 Develop and maintain positive relationships in the diverse workplace.
- 11.0 Recognize and demonstrate appropriate workplace behavior.

THE COURSE BREAKS FOR THE SEMESTER AT THIS POINT

- 12.0 Demonstrate the ability to use modern technological equipment in the workplace.
- 13.0 Demonstrate resource management techniques.
- 14.0 Analyze the balancing of work, family, and community.
- 15.0 Evaluate the role of self-management in the health and wellbeing of the individual and the family.
- 16.0 Evaluate the employee's role in preventing accidents or injuries on the job.
- 17.0 Explore the integration of academic and career skills in the transition from school to work.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Blueprint for Professional Success
Secondary Number: 8500375

01.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.1.4.4, MA.A.1.4.1, MA.A.1.4.3, MA.A.1.4.4, MA.E.3.4.1, MA.E.3.4.2, HE.B.3.4.1, HE.B.3.4.2, HE.B.3.4.3, HE.B.3.4.4, HE.B.3.4.5, HE.B.3.4.6, HE.C.1.4.5, HE.C.1.4.6, HE.C.2.4.4, HE.C.2.4.5, HE.C.2.4.6

NFCS Standards: 1.0, 13.0, 13.5

- 01.01 Define and practice brainstorming.
- 01.02 Identify and utilize the planning process.
- 01.03 Identify characteristics of a leader and team members.
- 01.04 Work cooperatively as a group member.
- 01.05 Practice developing confidence in leadership roles.
- 01.06 Identify professional and youth organizations.
- 01.07 Identify purposes and functions of organizations.
- 01.08 Develop a personal growth project.

02.0 DEVELOP INTERPERSONAL SKILLS FOR INDIVIDUAL AND JOB/CAREER SUCCESS--The student will be able to:

LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, HE.B.1.4.1, HE.B.1.4.3, HE.B.1.4.4

NFCS Standards: 1.1, 1.2, 13.0, 13.1, 13.2, 13.3, 13.6

- 02.01 Define self-esteem and human resources.
- 02.02 Evaluate positive human resources needed for employment.
- 02.03 Identify factors that influence personality formation.
- 02.04 Determine the relevance of integrating academic learning, social skills, and lifestyle choices to home and career.

03.0 DEMONSTRATE SKILLS FOR BECOMING A TEAM PLAYER--The student will be able to:

HE.B.3.4.5, HE.B.3.4.6, HE.B.3.4.7

NFCS Standards: 13.4, 13.5

- 03.01 Define teamwork.
- 03.02 Weigh the benefits of working cooperatively.
- 03.03 Recognize potential conflicts of different personality types working as a team.
- 03.04 Demonstrate conflict resolution techniques for effective teamwork.

04.0 IDENTIFY DESIRABLE WORK ETHICS--The student will be able to:

LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.3, LA.A.2.4.4, LA.A.2.4.5,
LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, PE.B.2.4.5

NFCS Standards: 1.2

04.01 Describe positive and negative work ethics.

04.02 Analyze the relationship between employee behaviors and potential consequences.

05.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, MA.A.1.4.1,
MA.A.1.4.2, MA.A.1.4.3, MA.A.1.4.4, MA.A.2.4.2

NFCS Standards: 1.1, 2.6, 6.1

05.01 Recognize factors that may influence your career choice.

05.02 Identify sources of career information.

05.03 Demonstrate the steps of a job search.

05.04 Evaluate career opportunities.

06.0 CREATE A PERSONAL PORTFOLIO OF EMPLOYMENT FORMS AND LETTERS--The student will be able to:

LA.B.1.4.1, LA.B.1.4.2, LA.B.1.4.3, LA.B.2.4.1, LA.B.2.4.2,
LA.B.2.4.3, LA.B.2.4.4, MA.A.1.4.1, MA.A.1.4.2, MA.A.1.4.3,
MA.A.1.4.4, MA.A.2.4.2

NFCS Standards: 1.2

06.01 Identify the components of the portfolio.

06.02 Discuss the value of the portfolio component as tools in the job search.

06.03 Prepare a portfolio containing at least the following:
copy of social security card, career and educational goals,
autobiography, picture identification, resume, letters of
recommendation, completed job application, list of
school/community activities, work and volunteer history,
sample memos and letters for job related writings.

06.04 Organize and maintain the portfolio components in an orderly manner.

07.0 IDENTIFY AND INTEGRATE DECISION-MAKING PROCESSES APPLICABLE TO THE WORKPLACE AND WORK SITUATIONS--The student will be able to:

MA.A.1.4.1, MA.A.1.4.2, MA.A.1.4.3, MA.A.1.4.4, MA.A.2.4.2,
SC.H.1.4.1, SC.H.1.4.2, SC.H.1.4.3, SC.H.1.4.4, SC.H.1.4.5,
SC.H.1.4.6

NFCS Standards: 1.2

07.01 Define the decision-making process.

07.02 Apply the decision-making process to narrow career choices.

07.03 Connect the decision-making process with solving problems in the workplace and at home.

07.04 Consider the consequences of current decisions on the future.

08.0 DEVELOP EFFECTIVE COMMUNICATION SKILLS FOR THE WORKPLACE--The student will be able to:

LA.B.1.4.1, LA.B.1.4.2, LA.B.1.4.3, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.1.4.4, LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, LA.C.3.4.5, LA.D.1.4.1, LA.D.1.4.2, LA.D.1.4.3, MA.A.2.4.1, MA.A.2.4.2, MA.A.2.4.3

NFCS Standards: 1.2, 13.3

- 08.01 Identify the effectiveness of assertive, aggressive, and passive communication.
- 08.02 Dramatize the impact of non-verbal behavior on communication.
- 08.03 Develop ways to provide effective feedback and deal with criticism.
- 08.04 Apply basic forms of written communication used in the workplace.
- 08.05 Demonstrate effective interview and presentation techniques.

09.0 PLAN APPROPRIATE WARDROBES FOR DIFFERENT JOB EXPERIENCES--The student will be able to:

LA.A.2.4, LA.D.2.4.1, LA.D.2.4.2, LA.D.2.4.3, MA.B.3.4.1

NFCS Standards: 1.2, 16.0

- 09.01 Develop good grooming skills.
- 09.02 Research grooming rules in various work environments.
- 09.03 Distinguish factors needed to create an economical, coordinated, easy-care wardrobe.
- 09.04 Select appropriate clothing for a variety of careers.

10.0 DEVELOP AND MAINTAIN POSITIVE RELATIONSHIPS IN THE DIVERSE WORKPLACE--The student will be able to:

HE.B.2.4.4, HE.B.3.4.2, HE.B.3.4.4

NFCS Standards: 6.2, 13.3, 13.4, 13.5

- 10.01 Define and describe sexual harassment in the workplace.
- 10.02 Identify appropriate conversation for work related settings.
- 10.03 List the advantages of a culturally diverse workplace.
- 10.04 Discuss the impact of the Americans with Disabilities Act and the job market.
- 10.05 Assess the job equity law - Equal Employment Opportunity Act.

11.0 RECOGNIZE AND DEMONSTRATE APPROPRIATE WORKPLACE BEHAVIOR--The student will be able to:

LA.A.1.4.3, LA.A.2.4.4, LA.B.2.4.4

- NFCS Standards: 1.2, 3.1, 4.1, 5.1, 7.1, 8.1, 9.1, 10.1, 11.1, 16.1
- 11.01 Identify academic skills needed in a student's career.
 11.02 Describe the different types of businesses including corporations, partnerships, and cottage industries.
 11.03 Define entrepreneurship.
 11.04 Compare the advantages and risks of entrepreneurship.
- 12.0 DEMONSTRATE THE ABILITY TO USE MODERN TECHNOLOGICAL EQUIPMENT IN THE WORKPLACE--The student will be able to:
- LA.B.2.4.4, MA.E.1.4.3, SC.H.3.4.2, SC.H.3.4.3, SC.H.3.4.4, SC.H.3.4.5
- NFCS Standards: 1.2, 9.5
- 12.01 Demonstrate computer literacy by producing a computer generated document.
 12.02 Use electronic communication devices.
 12.03 Describe strategies for successful job performance.
- 13.0 DEMONSTRATE RESOURCE MANAGEMENT TECHNIQUES--The student will be able to:
- LA.C.2.4.1, LA.C.2.4.2, MA.B.3.4.1
- NFCS Standards: 1.2
- 13.01 Identify the benefits of managing time.
 13.02 Analyze the importance of time and how it applies to a job by preparing and keeping a daily planner.
 13.03 Describe ways a computer can be used as a time management tool.
 13.04 Discuss why planning and controlling money is necessary to be successful at home and on the job.
 13.05 Identify and prioritize benefits for a company that will include insurance, an employee assistance program, vacation, child care, flex hours, and job sharing.
- 14.0 ANALYZE THE BALANCING OF WORK, FAMILY, AND COMMUNITY--The student will be able to:
- LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.3, LA.A.2.4.4, LA.A.2.4.5, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, MA.B.3.4.1, HE.A.2.4.4
- NFCS Standards: 1.1, 1.2, 1.3, 2.5, 2.6
- 14.01 Discuss the importance of setting priorities at home and work.
 14.02 Examine and develop an understanding of equitable job division in the home.
 14.03 Discuss differences in financial needs of a one income versus a two-income family.
 14.04 Examine financial need changes throughout the family life cycle.
 14.05 Discuss advantages and disadvantages of taking a vacation.

- 14.06 Evaluate the different types of child care available and how adults can be fulfilled as a worker and as a parent.
 - 14.07 Analyze ways of being involved in a child's educational process.
 - 14.08 List community resources for the family.
 - 14.09 Identify activities in which the individual can be involved within the community, i.e. volunteerism, politics or a support system.
- 15.0 EVALUATE THE ROLE OF SELF-MANAGEMENT IN THE HEALTH AND WELL-BEING OF THE INDIVIDUAL AND THE FAMILY--The student will be able to:
- LA.B.1.4.1, LA.B.1.4.2, LA.B.1.4.3, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, HE.B.1.4.3
- NFCS Standards: 2.1, 7.4, 7.5, 9.4
- 15.01 Define and describe symptoms of stress.
 - 15.02 Define coping behavior and discuss coping behavior(s).
 - 15.03 Recognize and evaluate how workplace transitions affect an individual and the family.
 - 15.04 Discuss implications of job loss on the individual and the family.
 - 15.05 Define and assess power struggle(s) in the workplace.
 - 15.06 Analyze the importance of accepting criticism.
 - 15.07 Define and list the different types of substance abuse.
 - 15.08 Discuss how pervasive the problems of substance abuse are today.
 - 15.09 List free help that is available through federal, state, and community resources.
 - 15.10 Discuss techniques that can be used to develop a family's health and fitness.
- 16.0 EVALUATE THE EMPLOYEE'S ROLE IN PREVENTING ACCIDENTS OR INJURY ON THE JOB--The student will be able to:
- LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, MA.E.1.4.1, MA.E.1.4.2, MA.E.1.4.3, SC.H.1.4.7, HE.B.1.4.5
- NFCS Standards: 5.3, 5.5
- 16.01 Identify the difference between personal liability and corporate liability.
 - 16.02 Explain the roles of the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA) in ensuring safe working conditions.
 - 16.03 Recognize the financial and human costs of accidents caused by human error or an unsafe work environment.
 - 16.04 Identify protective articles required to ensure worker safety.
- 17.0 EXPLORE THE INTEGRATION OF ACADEMIC AND CAREER SKILLS IN THE TRANSITION FROM SCHOOL TO WORK--The student will be able to:
- MA.A.4.4.1
- NFCS Standards: 1.2, 3.1, 4.1, 5.1, 7.1, 8.1, 9.1, 10.1, 11.1,

16.1

- 17.01 Identify academic skills needed in a student's career.
- 17.02 Describe the different types of businesses including corporations, partnerships, and cottage industries.
- 17.03 Define entrepreneurship.
- 17.04 Compare the advantages and risks of entrepreneurships.
- 17.05 Define job shadowing and the benefits of that experience.