INSTRUCTIONAL
MATERIALS
SPECIFICATIONS

DIVERSIFIED
EDUCATION

2003-2004 ADOPTION

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Florida Department of Education

Office of Instructional Materials

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Web Address: http://www.firn.edu/doe/bin00015/home0015.htm

Florida Perspective
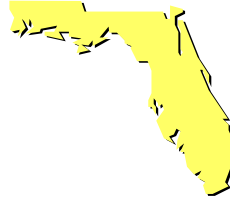
Diversified Education is a critical, challenging discipline of study based upon a partnership between the school, the business community, and the student. Its successful performance depends on the mastery and application of mathematics and language arts principles, the integration of social studies philosophies, the use of scientific problem-solving, and the application of computer technologies to problem-solving, decision-making, and creative-thinking.

The mission of Diversified Education is to deliver a curriculum of academic challenges, transferable skills development, and career-related learning, as well as prepare graduates who are flexible and committed to technical competence.

Submissions for consideration should be based on the following characteristics:

1.   Research-based,
2.   Balanced between instruction and hands-on activities,
3.   Integrated to support and reinforce Florida's *Sunshine State Standards*, and
4.   Diagnostic and prescriptive in nature including remediation strategies, materials, and activities for specific skills not mastered by individual students.

Diversified Education prepares students for a variety of career opportunities in a diversity of occupations. Diversified Education is a method of enabling students to develop a variety of workplace competencies and transferable skills as well as developing caring, responsible, life-long learners. Most of the occupations for which the Diversified Education programs prepare students are those that encourage students to set educational and training goals of high skill/high wage positions.

Florida is committed to providing the necessary rigor in the Diversified Education curricula to ensure students a smooth transition into both their chosen field and into postsecondary education. The premises of the Diversified Education curricula include:

1.   Solving problems related to the globalization of commerce and industry.

2. Enabling students to understand and use a variety of technologies.
3. Encouraging students to identify, organize, plan, and allocate resources.
4. Stressing the importance of interpersonal skills in diverse societies.
5. Acquiring, evaluating, organizing, maintaining, interpreting, and communicating information.
6. Encouraging students to: think creatively and critically, set goals, make decisions, solve problems, visualize, prioritize, and reason.
7. Stressing the integration of and articulation with academics.
8. Being sequenced so that broad-based understandings and skills provide a foundation to support advanced studies.
9. Enabling students to acquire broad transferable understandings and skills.
10. Displaying responsibility, self-esteem, sociability, self-management, integrity, and honesty.
11. Fostering a realistic understanding of work.
12. Fostering an understanding and appreciation of business ethics.
13. Utilizing a variety of interactions with team members and the business and industry community.

Because technology is changing daily, all submissions must provide instructional strategies for teaching concepts to prepare the students to expect and seek technological change.

Publishers' Submissions

Florida will accept for consideration bids for instructional materials in the following courses:

Orientation to Career and Technical Occupations	9100110
Exploration of Vocational Occupations	9100210
Practical Arts General	8300320
Workplace Technology Applications	8300330
Workplace Essentials	8300310
Work Experience	8301600
Work Experience 1	8301610
Work Experience 2	8301620
Work Experience 3	8301630
Work Experience 4	8301640
Diversified Career Technology	8303000
Diversified Career Technology Principles	8303010
Diversified Career Technology Applications	8303020
Diversified Career Technology Management	8303030

The curriculum of the above-listed courses focuses on broad, transferable skills, as well as specific skills for the program of study of which the particular course is a component.

Because Florida will not have a separate call for Diversified Education for special education students, publishers who submit materials for consideration are strongly encouraged to incorporate strategies, materials, activities, etc. that consider the special needs of these students.

Exploration, Orientation, and Practical:

To be acceptable for consideration, instructional materials in the exploration, orientation, and practical courses must cover appropriate grade levels. The instruction and assessment tools should advocate proficiency for all students and explain and clarify a range of delivery techniques to accommodate the variety of learning styles present in the middle school age population.

The content must assess and stimulate personal aptitudes, abilities, and interests and provide exposure to the skills and attitudes associated with a broad range of careers. Instructional materials must reflect age-appropriate interests; and the activities and assignments within each lesson must be developmentally appropriate, sequential, and incremental.

The content must include, but not be limited to career planning, employment skills, and opportunity, and the SCANS competencies as outlined in Appendix B.

Diversified Education Programs (9-12)

To be acceptable for consideration, instructional materials for Diversified Education programs must cover appropriate grade levels. The submissions must provide instruction and assessment, explain and clarify the process for effective delivery of instruction, and direct the instruction toward student competency.

The content must assess and stimulate personal aptitudes, abilities, and interests and provide exposure to the skills and attitudes associated with a broad range of careers. Instructional materials must reflect age-appropriate interests; and the activities and assignments within each lesson must be developmentally appropriate, sequential, and incremental.

The content must include but not be limited to employability skills; environmental, health, and safety issues; professional, legal, and ethical responsibilities; financial skills and planning; communication and interpersonal skills; human resources and labor issues; economics; technology; management, marketing, entrepreneurship, and the role of Cooperative Education Clubs of Florida (CECF).

Activities should include alternatives for students with a disparity in abilities, aptitudes, and backgrounds, providing the teacher with variations to teach all students the required skills and content.

Correlation to the Standards

Publishers are required to show in writing how the major tool that they have submitted correlates to the Student Performance Standards for the course or courses for which they are submitting.

Publishers whose materials are adopted must agree to publish the correlation and offer it as a free ancillary to schools and districts who purchase their materials.

Major Priorities for Instructional Materials

The priorities as described in this specification document were developed from research findings about what makes instructional materials effective. These priorities have undergone review by individuals who have served on state and district committees, by curriculum specialists, by instructional designers, by evaluation specialists, and by administrators of the statewide adoption system.

Instructional materials must be effective in three major priority areas: content, presentation, and learning. The following sections describe essential features for each of these priority areas. These features generally apply to all formats of instructional materials, whether print or other media/multiple media formats.
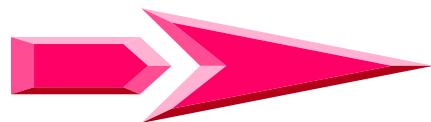
Content

Some features of content coverage have received progressively more attention over the past decade. These features include

A. **ALIGNMENT WITH CURRICULUM REQUIREMENTS**
B. **LEVEL OF TREATMENT OF CONTENT**
C. **EXPERTISE FOR CONTENT DEVELOPMENT**
D. **ACCURACY OF CONTENT**
E. **CURRENTNESS OF CONTENT**
F. **AUTHENTICITY OF CONTENT**
G. **MULTICULTURAL REPRESENTATION**
H. **HUMANITY AND COMPASSION**

The following sections describe the content features expected for each of these priority areas.

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content must align with the state's standards for the subject, grade level, and learning outcomes, which can be found in Appendix A. For more on Diversified Education content, visit our web site at www.firn.edu/doe/bin00049/home0049.htm.

Correlations. Publishers are expected to provide correlation reports on the form provided by the Department of Education to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required standard.

Scope. The content should address Florida's required curriculum standards for the subject, grade level, and learning outcomes, including thinking and learning skills.

Completeness. The content of the major tool should be complete enough to stand on its own. To be useful for classroom instruction, instructional materials must be adaptable to the instructional goals and course outlines for individual school districts, as well as the state standards. Content should have no major omissions in the required content coverage.

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

Objectives. Content should be simple, complex, technical, or nontechnical enough for the intended objectives.

Students. Content should be developmentally appropriate for the age and maturity level of the intended students. It should contain sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.

Time. The level of complexity or difficulty of content also should allow for its coverage during the time periods available for teaching the subject.

Florida Statutes

233.09(4)(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

233.16(2)—KEY WORD: suitable

233.165(1)(a)—KEY WORDS: the age of the

233.165(1)(c) —KEY WORDS: the degree to which the material would be supplemented or explained

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students must be reflected in the authors, reviewers, and sources that contributed to the development of the materials.

Authorship. The authors, consultants, and reviewers must have actually contributed to the development of the instructional materials and should have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching, or classroom instruction. Qualifications may include expertise in educational psychology or instructional design.

Sources. Primary and secondary sources should reflect expert information for the subject, such as relevant data from research, court decisions, diaries, autobiographies, artifacts, or historical sites. The type of sources considered appropriate will vary with the particular subject area.

In the subject area of Diversified Education, expertise is expected to include authors commonly accepted as leaders in the fields of marketing, management, and entrepreneurship.

D. ACCURACY OF CONTENT

Content must be accurate in historical context and contemporary facts and concepts.

Objectivity. Content that is included in the materials should accurately represent the domain of knowledge and events. It should be factual and objective. It should be free of mistakes, errors, inconsistencies, contradictions within itself, and biases of interpretation. It should be free of the biased selection of information. Materials should distinguish between facts and possible interpretations or opinions expressed about factual information. Visuals or other elements of instruction should contribute to the accuracy of text or narrative.

Representativeness. The selection of content should not misrepresent the domain of knowledge and events. It should include the generally accepted and prevalent truths, major concepts, standards, and models of the profession or discipline of the subject area.

Correctness. Presentation of content should be free of typographical and visual errors. It should include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos, and all other components of the instructional materials.

E. CURRENTNESS OF CONTENT

Content must be up-to-date for the academic discipline and the context in which the content is presented.

Dates or editions. Copyright dates for photographs and other materials and editions should suggest sufficient currentness of content. Copyright dates and editions serve as indicators about currentness. However, neither the copyright date nor the edition guarantees currentness. In fact, second or third editions may or may not reflect more up-to-date information than first editions.

Informed examination of the text, narrative, and visuals contained in the materials provides the most direct information about currentness of the materials.

Context. Text or narrative, visuals, photographs, and other features should reflect the time periods appropriate for the objectives and the intended learners.

- Sometimes context should be current. For example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles, and activities reflect present-day styles.
- Sometimes context should be historical. For example, illustrations and photographs of historical events should reflect the historical time period.
- Sometimes context should be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.

Information. Information should reflect current knowledge within the DIVERSIFIED discipline and reflect new and emerging information, technology, and trends. Historical information should be relevant.

F. AUTHENTICITY

Content should include problem-centered connections to life in a context that is meaningful to students.

Life connections. Instructional materials should include connections to the student's life situations in order to make the content meaningful. Students might be expected to deal with time constraints, consider risks and trade-offs in decision-making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services, and leisure or recreation. Connections may include hopes and dreams, choices and activities.

Interdisciplinary treatment. Instructional materials also should include interdisciplinary connections in order to make content meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, retrieving information or objects, balancing budgets, creating products, and researching information. In addition to subject area connections, instructional materials should connect the course or course category to other disciplines.

Examples of approaches to interdisciplinary connections include:

- explanations and activities for using skills and knowledge from other academic disciplines
- assignments that require students to use collateral learning from other
  disciplines rather than isolated knowledge or skills
- the focus on common themes across several subject areas (infusion, parallel, transdisciplinary, or multidisciplinary instruction)

In the subject area of Diversified, publishers are encouraged to integrate materials to all appropriate content areas and should refer to the *Sunshine State Standards* and *Applied Technology*.

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy.

233.061(2)(g)(o)(p)— KEY WORDS: contributions of African Americans…Hispanic contributions… women's contributions

233.07(1)(a) and 233.16(1)(c)1.—KEY WORDS: address the broad racial, ethnic, socioeconomic, and cultural diversity of the student population

Multicultural fairness. It is not the number of pages devoted to diversity, equity, or work roles, but the substance of what is stated and portrayed that matters most. For this reason, it can be misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a set of instructional materials.

Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials should support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion.

In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures and heritage.

Multicultural advocacy. The understanding and appreciation of multiple cultures extends beyond fair representation. It involves embracing a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.

Effective treatment of multicultural issues requires consideration of the age and ability levels of students and whether or not it is appropriate to include multicultural issues in the study of a particular topic, such as the memorization of a formula or equation. Overall, however, materials should reflect both multicultural fairness and advocacy.

H.   HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals must include compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment.

Inclusion of compassion. When providing examples in narrative or visuals, materials sometimes depict the care and treatment of people and animals. Generally, this means showing in some way a measure of compassion, sympathy, or consideration of their needs and feelings.

Exclusion of inhumanity. In the context of personal and family values, Florida expressly prohibits material containing *hard-core pornography*. In addition, although the definition of *inhumane treatment* can sometimes appear to be controversial, as in science research, there is general agreement that instructional materials should not advocate any form of inhumane treatment.

As with the evaluation of multicultural representation, it is important to consider the context of the subject and the age and abilities of the students.

REFERENCES FOR CONTENT FEATURES

For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator's Handbook,** *or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*

FLORIDA STATUTES

233.061(2)(f)—KEY WORDS: to be a responsible and respectful person

233.061(2)(j)—KEY WORDS: kindness to animals

233.09(4)(c)—KEY WORDS: humane treatment of people and animals

233.165(1)(a)—KEY WORDS: age of the children

233.165(2)—KEY WORD: pornography

Presentation

Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES
B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS
C. ORGANIZATION OF INSTRUCTIONAL MATERIALS
D. READABILITY OF INSTRUCTIONAL MATERIALS
E. PACING OF CONTENT
F. EASE OF USE OF MATERIALS

The following sections describe the presentation features expected for each of these areas.

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

Materials should contain support for students in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include test items, study guides, outlines and strategies for teaching, media supplements, learning activities, and projects.

The major components generally expected for student and teacher resources are listed below.

Student resources. Student materials typically include the major text or program with text or narration, visuals, assignments, and assessments. Formats may include print, audio, visual, computer, or other media.

Effective instructional materials generally integrate the use of reference aids (e.g., index, glossary, maps, bibliography, graphic organizers, and pictures) with the topic being studied. Items that

guide students through materials might include clearly labeled materials, directions and explanations, and assignments with menus of choices.

Review and practice activities might include participation activities such as simulations, role-playing situations, investigations, and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include worksheets, workbooks, journals, lab books, lab logs, charts, or maps. Feedback might be in the form of answer keys in student materials or in teacher materials.

Review works best as a logical extension of content, goals, objectives, and lessons, with increased similarity to real-life situations. Review activities should require students to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review. Assignments and stages of small practice improve speed and accuracy.

Other components might include enrichment and remediation activities, additional resources, and tests and assessment tools either in the student materials or in the teacher's guide or edition.

Teacher resources. Teacher materials typically include a teacher's edition with the annotated student text and copies of supplementary written materials with answer keys, worksheets, tests, diagrams, etc., so that the teacher has to use only one guide. Publishers may make available inservice training, workshops, or consulting services to support teachers in implementing instructional materials. However, teachers and administrators tend to favor materials that do not require extensive training.

Support, guidelines, resources, or features such as the ones described below help teachers to effectively implement materials in classroom and school settings.

(1) **Components and materials that are easy to use:** Examples include clearance, license, or agreement for copying and use of materials; clear description and accurate directions for use of required equipment, facilities, resources, and environment; clearly labeled grade, lesson, content, and other information to identify components; correct specifications for making media and electronic programs work effectively.

(2) **Materials to support lesson planning, teaching, and learning:** Examples include overview of components and objectives; background for lectures and discussions;

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technical terminology, and reinforcement and review strategies; scope and sequence chart for activities and planning; sample lesson plans; suggestions for individualized study, small-group and large-group presentations and discussions, school-to-work activities, field or laboratory experiences, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; suggestions for parental and community involvement; cultural highlights to explain and expand on the materials.

(3) **Suggestions for adapting instruction for varying needs:** Examples include alternative approaches to teaching, pacing, and options for varied delivery of instruction such as media, tools, equipment, and emerging technology; strategies for engaging all students, such as open-ended questions to stimulate thinking, journals, manipulatives, explorations, and multisensory approaches; suggestions for addressing common student difficulties or adapting to multiple learning styles; and alternative reteaching, enrichment, and remediation strategies.

(4) **Guidelines and resources on how to implement and evaluate instruction:** Examples include answers to work assignments, practice activities, and tests; possible outcomes of projects or research; suggestions for using learning tasks for classroom assessment; guidelines for alternative assessments, such as sample checklists, peer or performance assessments, portfolios, or projects.

(5) **Resources to use in classroom activities:** Examples include copy masters to use for displays or photocopies; bibliographies or lists of resources and references, including network resources; classroom management strategies and documentation on the manageability of the entire instructional program; in-service workshop or consultation support from the publisher.

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package must align with each other, as well as with the curriculum.

All components of an instructional package—teacher's edition and materials, student's edition and materials, workbook, supplementary materials, and others—must be integrated and interdependent and must correspond with each other. For example, master copies of handouts in a teacher's edition should align with student activities or assignments. They must match in content and progression of instructional activities.

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows students and teachers to discriminate important pieces of information through skimming, reading, or browsing.

Clear organization may be accomplished through a combination of features, but generally not through one feature alone.

Access to content. Some features help in searching and locating information, such as a table of contents; menu or map of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists, or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; introductions, key concepts and themes, visual cues, illustrations, labeled examples, and labeled reviews or summaries.

Visible structure and format. Other at-a-glance features signal the organization of content, such as chapter or unit titles and/or frames; headings and subheadings; typographic cues such as bold, italics or changes in size of type; divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons, or color cues; diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

Objectives or a content outline may serve a similar purpose by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment.

Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts, and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points, or conceptual schemes such as metaphors. Summaries also can assist students in understanding the logical order of topics presented.

Logical organization. The pattern of organization of the content should be consistent and logical for the type of subject or topic. Patterns of organization may include comparison and contrast, time sequence, cause-effect or problem-solution-effect, concrete to abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice, and conflict-inside view-structure.

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals should engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

Language style. Language style and visual features can influence the readability of materials. Yet, a popular tool for assessing readability has been the use of a *readability formula* of one type or another. These formulas tend to focus only on a few *countable* characteristics of language style such as the length of words, sentences, and/or paragraphs.

Other features are more important in establishing the readability of instructional materials, such as

- organized, coherent text
- language and concepts familiar to the student
- language that clarifies, simplifies, and explains information
- transition words such as "yet," "also," "next," "for example," "moreover," or "however"
- other phrases that create logical connections
- words with concrete and specific images

- active rather than passive voice
- varied sentence structures, which avoid both choppy sentences and unnecessary words
- specific questions or directions to guide student attention to visuals or key information

Visual features. Visual features that improve readability include

- print that is dark and clear, with good contrast
- paper with clean-cut edges without glare, or computer screens without glare
- margins wide enough on a page or screen to allow easy viewing of the text
- visuals that are relevant, clear, vivid, and simple enough for students to understand
- quantity of visuals suitable for the intended students—both lower ability students and higher ability students tend to require more visuals
- unjustified text (ragged on the right) rather than justified (lined up on the right)
- visuals that contain information in a form different from the text
- graphs, charts, maps, and other visual representations integrated at their point of use
- colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of the intended students

E. PACING OF CONTENT

The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

It is important that materials contain "bite-size" chunks or blocks of information. The chunks should not be so large, nor the pacing so fast, as to overwhelm students. Neither should the chunks be so small, nor the pacing so slow, as to bore them.

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials must be easy to use and replace and be durable enough for multiple uses over time.

Warranty. The actual physical and technical qualities of materials should match the description contained in the publisher's warranty.

Use. Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and students must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, quality of materials, equipment requirements, and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of students. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by students over time. Students should be able to easily use the materials and take home, in a convenient form, most of the material they need to learn for the course.

Technology-rich resources should work properly and run without error. Electronic media for student use should be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media should allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials should match with the resources of the schools. Materials such as videos, software, CD-ROMs, Internet sites, and transparencies may serve instructional purposes well, but have little value unless they can be implemented with the school's equipment. Sometimes, a publisher provides training, inservice, or consultation to help in effective use of the materials.

Durability. Students and teachers should be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials should not fall apart after normal classroom use. The packaging and form of materials should be flexible and durable enough for multiple uses over time. Durability includes considerations such as

- high-quality paper, ink, binding, and cover
- back, joints, body block, and individual pages
- worry-free technology that runs properly, with easy to hear, see, and control audio and visuals, and
- the publisher's guarantee for replacement conditions and agreements for reproduction needed to effectively use the materials
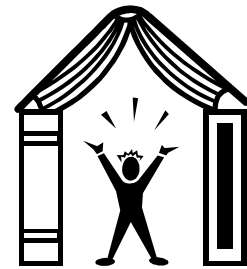
Cost. *Florida's Department of Education Commissioner will consider the impact of cost in making final decisions.* Cost, while not a direct factor in ease of use, influences the ease with which materials can be obtained or replaced. The impact of cost can be complex to estimate. It requires considering the number of materials available at no additional cost with the purchase of the major program or text, the cost over the adoption period of several years, and the number of free materials to support implementation. Attractive features such as higher quality paper and visuals and greater use of color may escalate cost, without enhancing learning effectiveness.

REFERENCES FOR PRESENTATION FEATURES

For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator's Handbook,** *or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*

Learning

The following features have been found to promote learning and apply to most types of learning outcomes.

A.	**MOTIVATIONAL STRATEGIES**
B.	**TEACHING A FEW "BIG IDEAS"**
C.	**EXPLICIT INSTRUCTION**
D.	**GUIDANCE AND SUPPORT**
E.	**ACTIVE PARTICIPATION**
F.	**TARGETED INSTRUCTIONAL STRATEGIES**
G.	**TARGETED ASSESSMENT STRATEGIES**

The following sections describe the learning features expected for each of these priority areas.

A.   MOTIVATIONAL STRATEGIES

Instructional materials must include features to maintain learner motivation.

Expectations. Materials should positively influence the expectations of students. Examples include:

- positive expectations for success
- novel tasks or other approaches to arouse curiosity
- meaningful tasks related to student interests, cultural backgrounds, and developmental levels
- activities with relevance to the student's life
- thought-provoking challenges such as paradoxes, dilemmas, problems, puzzles, controversies, and questioning of traditional ways of thinking
- challenges that are neither too difficult to achieve nor so easy that students become bored
- hands-on tasks in a concrete context, and images, sounds, analogies, metaphors, or humorous anecdotes
- variety, including the opportunity for students to ask their own questions, set their own goals, and make other choices during learning

Feedback. Materials should include informative and positive feedback on progress. Examples include:

- frequent checks on progress, including testing
- explanatory feedback with information about correctness of responses, how to avoid or correct common mistakes, and/or different approaches to use
- varied forms of assessments (self-assessment, peer assessment, and some learning tasks without formal assessments)

Appearance. Materials should have an appearance generally considered attractive to the intended students.

B. TEACHING A FEW "BIG IDEAS"

Instructional materials should thoroughly teach a few important ideas, concepts, or themes.

Focus. Thoroughly teaching a few big ideas provides focus for the learner's attention. It provides an organizing framework for integrating new information.

Completeness. The thorough teaching of a few big ideas may focus on developing a deeper and more complete understanding of the major themes of a discipline, the content of the subject area, relationships to other disciplines, and the thinking and learning skills required for achieving the specified learning outcomes.

C. EXPLICIT INSTRUCTION

Instructional materials must contain clear statements of information and outcomes.

Clarity of directions and explanations. To support success in learning, instructional materials should include clear presentation and explanations of

- purposes, goals, and expected outcomes
- concepts, rules, information, and terms
- models, examples, questions, and feedback

For example, development of specific thinking skills requires an explicit statement of the particular *thinking skills* to be learned, along with the *strategies* or *steps to follow*. Explicit instruction for thinking skills might also involve showing *examples* of successful thinking contrasted with examples of poor thinking processes.

Similarly, the development of learning skills requires explicit directions about *when* and *how* to do activities such as notetaking, outlining, paraphrasing, abstracting and analyzing, summarizing, self-coaching, memory strategies, persistence, preview and questioning, reading and listening, reflecting, and reciting.

Exclusion of ambiguity. Instructional materials should avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations.

D. GUIDANCE AND SUPPORT

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers.

Level. The type of guidance and support that helps students to become more independent learners and thinkers is sometimes referred to as *scaffolding.* Scaffolding is a solid structure of support that can be removed after a job has been completed. As students gain proficiency, support can diminish, and students can encounter more complex, life-centered problems. Information and activities should provide guidance and support at the level that is needed—no more and no less. Too much can squelch student interest, and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features:

- organized routines
- advance organizers or models such as
  0condensed outlines or overviews
  1simplified views of information
  (3) visual representations of new information during initial instruction
  (4) sample problems
  (5) questions to focus on key ideas or important features
  (6) examples of solved problems
  (7) explanations of how the problems were solved
  (8) examples of finished products or sample performances
  (9) analogies, metaphors, or associations to compare one idea to another
- prompts or hints during initial practice
- step-by-step instructions

- immediate and corrective feedback on the accuracy of performance of each step or task, on how to learn from mistakes, and on how to reach the correct answer
- simulations with features for realistic practice
- opportunities for students to do research, and to organize and communicate results

Adaptability. Guidance and support must be adaptable to developmental differences and various learning styles. For example, young children tend to understand concepts in concrete terms and overgeneralize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills.

Approaches for developmental differences and learning styles of students, include

- a variety of *activities* such as
  (1) structured and unstructured activities
  (2) independent and group work
  (3) teacher-directed and discovery learning
  (4) visual and narrative instruction
  (5) hands-on activities
  (6) open-ended activities
  (7) practice without extrinsic rewards or grades
  (8) simple, complex, concrete, and abstract examples
  (9) variable pacing or visual breaks
- a variety of *modalities* for the various multiple intelligences of students, such as
  (1) linguistic-verbal
  (2) logical-mathematical
  (3) musical
  (4) spatial
  (5) bodily-kinesthetic
  (6) interpersonal
  (7) intrapersonal

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials must engage the physical and mental activity of students during the learning process.

Assignments. Instructional materials should include organized activities of periodic, frequent, short assignments that are logical extensions of content, goals, and objectives.

Student responses. Assignments should include questions and application activities during learning that give students opportunities to respond. Active participation of students can be accomplished in a variety of ways. For example, information and activities might require students to accomplish the types of activities listed below.

- respond orally or in writing
- create visual representations (charts, graphs, diagrams, and illustrations)
- generate products
- generate their own questions or examples
- think of new situations for applying or extending what they learn
- complete discovery activities
- add details to big ideas or concepts from prior knowledge
- form their own analogies and metaphors
- practice lesson-related tasks, procedures, behaviors, or skills
- choose from a variety of activities

For the subject area of Diversified, the following features are particularly important to engage the active participation of sutdents:

- **A variety of reading assignments**

- **Questions that can be answered correctly only after having completed the reading assignments**

- **Assignments to apply what the students have learned**

- **Assignments that involve students working together as a team**

- **Assignments that involve kinesthetic/tactile activities**

Florida Statutes
233.09(4)(e)—KEY WORDS: suited to the needs and comprehension of pupils at their respective grade levels

233.16(2)—KEY WORDS: suitable, usable, desirable

233.165(1)(a)—KEY WORDS: the age of the children

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials should include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

Alignment. Research has documented the strategies that effectively teach different types of learning outcomes. The learning strategies included in instructional materials should match the findings of research for the targeted learning outcomes. Different types of learning outcomes require different strategies. For example, a strategy for memorizing verbal information might be helpful, but it would not align with the strategies required for learning a concept or for learning how to solve a problem.

Completeness. Not only should strategies be aligned, but they also should be complete enough to effectively teach the targeted outcomes. For example, while the explanation of a problem-solving method or model would be appropriate, other strategies also would be necessary in order for students to learn how to resolve different types of problems.

Research summary. Researchers sometimes use different terms for some similar outcomes. For example, *thinking skills* and *metacognition* refer to some of the same types of skills. The following alphabetical list includes terms as they have appeared in research, even though some terms clearly overlap with each other.

- attitudes
- cognitive strategies
- comprehension/ understanding
- concepts
- creativity
- critical thinking
- insight
- metacognition

- motor skills
- multiple intelligences
- problem solving
- procedural knowledge, principles, and rules
- scientific inquiry
- thinking skills
- verbal information, knowledge, or facts

The following section summarizes the research findings for each of these types of learning outcomes.

Effective Teaching Strategies

- **To teach** *Attitudes*—**for example, learning the benefits of reading**
  - Explain and show consequences of choices, actions, or behaviors.
  - Provide relevant human or social models that portray the desired choices, actions, or behaviors

- **To teach** *Cognitive Strategies* (learning how to learn)—**for example, self-monitoring and reflecting upon the effectiveness of the reading process selected and used**
  - Encourage or teach (a) organizing and summarizing information; (b) self-questioning, self-reflection, and self-evaluation; and (c) reference skills.
  - Encourage or teach when and how to use these different skills.

- **To teach** *Comprehension/Understanding*—**for example, comprehending and understanding information in a reading selection**
  - Outline, explain, or visually show what will be learned in a simple form.
  - Explain with concrete examples, metaphors, questions, or visual representations.
  - Require students to relate new to previously learned information.
  - Require students to paraphrase or summarize new information.
  - Require students to construct a visual representation of main ideas (map, table, diagram, etc.).
  - Give students opportunities to add details, explanations, or examples to basic information.
  - Require application of knowledge or information.

- **To teach** *Concepts*—**for example, learning the concepts of figurative language, metaphors, and similes**
  - Provide clear definition of each concept.
  - Point out important and unimportant features or ideas.
  - Point out examples and non-examples of the concept, showing similarities and differences.
  - Include practice in classifying concepts.
  - Include a wide range of examples in progressive presentation of more complex examples.

- Emphasize relationships between concepts.

- **To teach *Creativity*—for example, exploring different types of reading selections and sources or creating an evaluation tool to identify the impact of mood or meaning**
  - Provide examples of creativity.
  - Include models, metaphors, and analogies.
  - Encourage novel approaches to situations and problems.
  - Show and provide practice in turning a problem upside down or inside out or changing perceptions.
  - Encourage brainstorming.
  - Include questions and problems with multiple answers.
  - Provide opportunities of ungraded, unevaluated creative performance and behavior.

- **To teach *Critical Thinking*—for example, differentiating fact from opinion or determining the validity of arguments**
  - Create conflict or perplexity by using paradoxes, dilemmas, or other situations to challenge concepts, beliefs, ideas, and attitudes.
  - Focus on how to recognize and generate proof, logic, argument, and criteria for judgments.
  - Include practice in detecting mistakes, false analogies, relevant v. irrelevant issues, contradictions, "buggy" algorithms, and predictions.
  - Provide practice in drawing inferences from observations and making predictions from limited information.
  - Explain and provide practice in recognizing factors that influence choice and interpretations such as culture, experience, preferences, desires, interests, and passions, as well as systematic thinking.
  - Require students to explain how they form new judgments and how and why present judgments differ from previous ones.

- **To teach *Insight*—for example, comprehending the symbols in literary works**
  - Include inquiry and discovery activities.
  - Provide challenging thinking situations with concrete data to manipulate.
  - Promote careful observation, analysis, description, and definition.

- **To teach *Metacognition* (learning how to think)—for example, rereading and self-correcting**
  - Explain different types of thinking strategies and when to use them.
  - Encourage self-evaluation and reflection.
  - Include questions to get students to wonder why they are doing what they are doing.
  - Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.

- **To teach *Motor Skills*—for example, writing legibly or using electronic tools proficiently**
  - Provide a mental and physical model of desired performance.
  - Describe steps in the performance.
  - Provide practice with kinesthetic and corrective feedback (coaching).

- **To teach *Multiple Intelligences*—for example, retelling vs. rewriting or learning certain rhythms**
  - Verbal-linguistic dimension focuses on reasoning with language, rhythms, and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme, and song).
  - Logical-mathematical dimension focuses on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).
  - Musical dimension focuses on appreciation and production of musical pitch, melody, and tone.
  - Spatial dimension focuses on activities of perceiving and transforming perceptions.
  - Bodily kinesthetic dimension focuses on use and control of body and objects.
  - Interpersonal dimension focuses on sensing needs, thoughts, and feelings of others.
  - Intrapersonal dimension focuses on recognizing and responding to one's own needs, thoughts, and feelings.

- **To teach *Problem Solving*—for example, forming predictions, inferences, logical endings, or conclusions**

- Assure student readiness by diagnosing and strengthening related concept, rule, and decision-making skills.
- Provide broad problem-solving methods and models.
- Include practice in solving different types of problems.
- Begin with highly structured problems and then gradually move to less structured ones.
- Use questions to guide thinking about problem components, goals, and issues.
- Provide guidance in observing and gathering information, asking appropriate questions, and generating solutions.
- Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.
- Include drill and practice to improve speed, consistency, and ease of using problem-solving steps.

- **To teach** *Procedural Knowledge, Principles, and Rules*—**for example, determining when and how to use alphabetical and numerical systems for organizing information**
  - Define context, problems, situations, or goals for which procedures are appropriate.
  - Explain reasons that procedures work for different types of situations.
  - Define procedures—procedures include rules, principles, and/or steps.
  - Provide vocabulary and concepts related to procedures.
  - Demonstrate step-by-step application of procedures.
  - Explain steps as they are applied.
  - Include practice in applying procedures.

- **To teach** *Scientific Inquiry*—**for example, transferring information gathered and recorded into a formal presentation**
  - Explain process and methods of scientific inquiry.
  - Explain and provide examples of (a) typical solution procedures, (b) how to form hypotheses, (c) how to speculate, and (d) how to identify and interpret consequences.
  - Encourage independent thinking and avoidance of dead ends or simplistic answers.

- Require students to explain experiences with inquiry activities and results of inquiry activities.

- **To teach** *Thinking Skills* (also refer to critical thinking and metacognitive skills)**—for example, comparing and contrasting ideas**
  - Introduce different types of thinking strategies.
  - Explain context or conditions of applying different strategies.
  - Provide definitions, steps, and lists to use in strategies.
  - Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility, and accuracy.
  - Emphasize persisting when answers are not apparent.
  - Provide practice in applying, transferring, and elaborating on thinking strategies.
  - Integrate metacognitive, critical, and creative-thinking skills.

- **To teach** *Verbal Information, Knowledge, or Facts*—**for example, new vocabulary or labels**
  - Provide a meaningful context to link new information and past and/or future knowledge.
  - Organize information into coherent groups or themes.
  - Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.
  - Include some overlearning and mastery through practice in rehearsal, recall, or restatement of information (refer to *comprehension*).
  - Point out parts, main ideas, pattern, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes.

Alignment. The assessment strategies should match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter, course, or course category. Different strategies are appropriate for assessing different

types of learning outcomes. For example, a strategy for testing the acquisition of verbal information would not match the requirements for testing whether or not a student has learned a concept or learned how to solve a problem.

The term "assessment," as used in this section, refers to testing or other strategies that assess student progress as a result of learning activities. The results of such assessment provide information about where to strengthen instruction. But it is very important to ask the right questions. If the type of question matches the type of learning outcome, then students and teachers have relevant information about learning progress.

Completeness. In addition to including assessment strategies that align with the performance requirements of the targeted learning outcomes, the strategies should be complete enough to effectively assess the learner's performance requirements required by the targeted learner outcomes. For example, a test item that requires the student to state a rule does not assess whether or not the student knows how to *use* the rule.

For the subject area of Diversified, it is particularly important to assess the ability of students to apply in the real world what has been learned in the classroom. This is important because of the need to determine what additional activities or changes in teaching methods may be appropriate to meet individual student needs.

Research summary. The research summary for effective assessment strategies for different types of learning outcomes follows the same alphabetical sequence as the previous section.

Effective Assessment Strategies
- **To assess** *Attitudes:*
    - Provide various situations.
    - Require choices about behaviors.

- **To assess** *Cognitive Strategies:*
    - Provide learning tasks.
    - Require students to choose good strategies for learning and/or to learn new materials without teacher guidance.
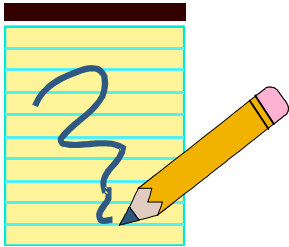
- Require students to discuss and explain methods used for various learning tasks.

- **To assess** *Comprehension/Understanding:*
  - Provide topic.
  - Require summary or restatement of information.
  - Provide new context.
  - Require application of information.
  - Provide several statements using words different from the initial teaching.
  - Require identification of the correct meaning.

- **To assess** *Concepts:*
  - Provide new examples and non-examples.
  - Require identification or classification into the correct categories.

- **To assess** *Creativity:*
  - Provide new problems to "turn upside down," study, or resolve—these could be puzzles, dance performances, drama performances, or products to create.
  - Require products or solutions to fit within the particular functions and resources.
  - Provide situations requiring novel approaches.

- **To assess** *Critical Thinking:*
  - Require students to evaluate information or results.
  - Require the use of analysis and research.

- **To assess** *Insight:*
  - Provide situations for inquiry and discovery.
  - Provide situations for manipulation.

- **To assess** *Metacognition* (learning how to think):
  - Provide different situations or problems.
  - Require students to identify types of thinking strategies to analyze and evaluate their own thinking.

- **To assess** *Multiple Intelligences:*
  - Provide situations in the modality that is targeted, e.g., verbal-linguistic, musical, or other modality.
  - Provide situations in several modalities, to allow choice
  - Require performance in the targeted or chosen modalities.

- **To assess** *Motor Skills:*

- ▪ Provide situations and resources for performance of the skill.
- ▪ Include checklist for evaluation.

- **To assess** *Problem Solving:*
  - ▪ Require students to choose types of problem-solving strategies for different situations.
  - ▪ Require solutions to structured and unstructured, simple and complex problems.

- **To assess** *Procedural Knowledge, Principles, and Rules:*
  - ▪ Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
  - ▪ Require students to state procedures, principles, or rules.
  - ▪ Require students to choose which ones to apply in different situations.
  - ▪ Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.

- **To assess** *Scientific Inquiry:*
  - ▪ Provide situations or problems that require speculation, inquiry, and hypothesis formation.
  - ▪ Provide research, hands-on activity, and conclusions.

- **To assess** *Thinking Skills* (also refer to critical thinking and metacognitive skills):
  - ▪ Require students to summarize different types of thinking strategies.
  - ▪ Provide situations that require students to choose the best type of thinking strategy to use.
  - ▪ Require students to detect instances of open- v. closed-mindedness.
  - ▪ Require students to detect instances of responsible v. irresponsible and accurate v. inaccurate applications of thinking strategies.
  - ▪ Provide situations that require the student's persistence in order to discover or analyze information to obtain answers to specific questions.
  - ▪ Require students to apply specific thinking strategies to different real-world situations.

- **To assess** *Verbal Information, Knowledge, or Facts:*
  - Require students to recall information.
  - Require students to restate information.

REFERENCES FOR LEARNING FEATURES

For a complete list of references and citations, please refer to **Destination: Florida Classrooms—Evaluator's Handbook,** *or request a list of references from the Department of Education, Bureau of Curriculum, Instruction, and Assessment.*

Criteria for Evaluation

T he instructional materials adoption process must be fair to all publishers who take the time and expense to submit their materials. Applying evaluation criteria consistently to each submission assures that the materials will be judged fairly.

Regardless of format or technology, effective materials have certain characteristics in common, and the basic issues, important for the evaluation of instructional materials, apply to all subject areas and all formats. These issues are addressed in Florida's list of priorities and the criteria as detailed in the previous pages of this document. What follows is the evaluation instrument used by adoption committee members. Evaluators will use the criteria-based instrument to engage in systematic reflection of the processes they follow and decisions they make about the quality of materials submitted by publishers.

The extensive research base and review processes used to identify these criteria establish their validity as an integral part of Florida's instructional materials adoption system. Applying these criteria consistently to each submission helps assure that the materials submitted by publishers will be judged fairly.

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STATE COMMITTEE EVALUATION FORM

DIRECTIONS: *Use this form along with the criteria in the instructional materials specifications to independently review each submission.*

As part of your independent review for each of the criteria, rate and comment on how well the submission satisfies the requirements. Possible ratings are as follows:

■ THOROUGHLY, ■ HIGHLY , ■ ADEQUATELY , ■ MINIMALLY , or ■ NOT AT ALL.

At your state committee meeting, you will discuss your review and agree on the summary of RATINGS, COMMENTS, and the OVERALL EVALUATION for each submission. Your committee will then VOTE for or against adoption and will make suggestions for notations to include in the *Florida Catalog of Instructional Materials*. Your committee's decisions will appear on one State Committee Evaluation Report.

IDENTIFICATION OF SUBMISSION
Subject Area Committee
Course for Which Recommended
Name of Publisher
Title of Submission

CONTENT

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS
Content aligns with the state's standards for the subject, grade level, and learning outcomes.

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓
CORRELATIONS_____

✓
SCOPE_____

✓
COMPLETENESS_____

–

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content is appropriate for the standards, student abilities and grade level, and time periods allowed for teaching.

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓
OBJECTIVES_____

✓
STUDENTS_____

✓
TIME_____

C.   EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students are reflected in the authors, reviewers, and sources that contributed to development of the materials.

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓
AUTHORSHIP_____
_

✓
SOURCES_____
_

D.   ACCURACY OF CONTENT

Content is accurate in historical context and contemporary facts and concepts.

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓
OBJECTIVITY_____
_

✓
REPRESENTATIVENESS_____
_

✓
CORRECTNESS_____
_

E.   CURRENTNESS OF CONTENT

Content is up-to-date for the academic discipline and the context in which the content is presented.

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ DATES OR EDITIONS_____

✓ CONTEXT_____

_

✓ INFORMATION_____

_

F. AUTHENTICITY OF CONTENT

Content includes problem-centered connections to life in a context that is meaningful to students.

  THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ LIFE CONNECTIONS_____

✓ INTERDISCIPLINARY TREATMENT_____

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and social groups includes multicultural fairness and advocacy.

  THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓ MULTICULTURAL FAIRNESS_____

✓ MULTICULTURAL ADVOCACY_____

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals includes compassion, sympathy, and consideration of their needs and values and excludes hard-core pornography and inhumane treatment.

  THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ INCLUSION OF COMPASSION_____

- ✓ EXCLUSION OF INHUMANITY

_____

SUMMARY ANALYSIS FOR CONTENT
In general, how well does the submission satisfy *CONTENT* requirements?

THOROUGHLY	HIGHLY	ADEQUATELY	MINIMALLY	NOT AT ALL

PRESENTATION

A.   COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources are complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

THOROUGHLY	HIGHLY	ADEQUATELY	MINIMALLY	NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓ STUDENT RESOURCES_____

- ✓ TEACHER RESOURCES_____

B.   ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package align with each other, as well as with the curriculum.

   THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

   ✓
   ALIGNMENT_____

   _

C.   ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences.

   THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

   ✓ ACCESS TO
   CONTENT_____

   ✓ VISIBLE STRUCTURE AND
   FORMAT_____

   ✓ LOGICAL
   ORGANIZATION_____

D.   READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals will engage students in reading or listening as well as understanding of the content.

   THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

   ✓ LANGUAGE
   STYLE_____

   ✓ VISUAL
   FEATURES_____

E.   PACING OF CONTENT

The amount or content presented at one time or the pace at which it is presented is of a size or rate that allows students to perceive and understand it.

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issue? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓
PACING_____
–

F.	EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials are easy to use and replace and are durable enough for multiple uses over time.

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓
WARRANTY_____

✓
USE_____
_

✓
DURABILITY_____
_

SUMMARY ANALYSIS FOR PRESENTATION

In general, how well does the submission satisfy *PRESENTATION* requirements?

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

LEARNING

A. MOTIVATIONAL STRATEGIES

Instructional materials include features to maintain learner motivation.

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓
EXPECTATIONS_____
_
✓
FEEDBACK_____
_

✓
APPEARANCE_____

B.　　TEACHING A FEW "BIG IDEAS"

Instructional materials thoroughly teach a few important ideas, concepts, or themes.

　THOROUGHLY　　　HIGHLY　　　ADEQUATELY　　　MINIMALLY　　　NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

✓
FOCUS_____

✓
COMPLETENESS_____

_

C.   EXPLICIT INSTRUCTION

Instructional materials contain clear statements of information and outcomes.

  THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

  ✓ CLARITY OF DIRECTIONS AND EXPLANATIONS_____

  ✓ EXCLUSIONS OF AMBIGUITY_____

D.   GUIDANCE AND SUPPORT

Instructional materials include guidance and support to help students safely and successfully become more independent learners and thinkers.

  THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

  ✓
LEVEL_____
_

  ✓
ADAPTABILITY_____
_

E.   ACTIVE PARTICIPATION OF STUDENTS

Instructional materials will engage the physical and mental activity of students during the learning process.

  THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

  ✓
ASSIGNMENTS_____

  ✓ STUDENT RESPONSES_____

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

- ✓
  ALIGNMENT_____
  _

- ✓
  COMPLETENESS_____
  _

G.   TARGETED ASSESSMENT STRATEGIES

Instructional materials include assessment strategies known to be successful in determining how well students have achieved learning outcomes targeted in the curriculum requirements.

  THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

What COMMENTS, if any, do you have about the strengths or concerns for the following issues? *(Please give specific examples with page numbers. Extra space for notations is provided on page 8.)*

    ✓
ALIGNMENT_____

    ✓
COMPLETENESS_____

SUMMARY ANALYSIS FOR LEARNING
In general, how well does the submission satisfy *LEARNING* requirements?
  THOROUGHLY   HIGHLY   ADEQUATELY   MINIMALLY   NOT AT ALL

OVERALL EVALUATION
1.   If given responsibility for teaching the course, would you choose these materials for classroom use?
          ❏ **YES**   ❏ **NO**
2.   What notations do you think should be included in the Catalog?

_____
_____
Committee Member Signature   **Date**

APPENDIX A

DIVERSIFIED EDUCATION

CURRICULUM FRAMEWORKS
INTENDED OUTCOMES
STUDENT PERFORMANCE STANDARDS

MIDDLE SCHOOL AND SECONDARY COURSES

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Orientation to Career and Technical Occupations
Program Type: Orientation
Occupational Area: Diversified

	Secondary
Program Number:	**9100110**
CIP Number:	1098.99990R
Grade Level:	6-9, 30, 31
Length:	.5 credit
Certification:	ANY VOCATIONAL FIELD OR COVERAGE
	ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER
CTSO:	CECF
CO-OP METHOD:	No
Facility Code:	221

I.   **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to acquaint students with career opportunities, job requirements, and tasks performed in a variety of career and technical occupations.

The content includes, but is not limited to, critical thinking skills, study skills, and problem-solving and decision-making.

II. **LABORATORY ACTIVITIES:** Laboratory activities are not required.

III. **SPECIAL NOTE:** None.

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

01.0   Identify resources and technology for career planning.
02.0   Identify available career and technical employment opportunities.
03.0   Identify components of self-understanding.
04.0   Define and demonstrate cognitive skills.
05.0   Identify and apply a variety of learning techniques and styles.
06.0   Develop effective communication skills.
07.0   Demonstrate leadership skills.
08.0   Demonstrate workplace readiness skills.

Program Title: Orientation To Career and Technical Occupations
Secondary Number: 9100110

01.0   IDENTIFY RESOURCES AND TECHNOLOGY FOR CAREER PLANNING--The student
        will be able to:

        01.01   Using a variety of resources, assess personal abilities, temperaments, interests, values,
                experiences, personality traits, academic abilities, and work preferences.
        01.02   Identify non-traditional career options.
        01.03   Identify high skill/high wage occupations requiring specialized training with growth
                potential for future employment.
        01.04   Using assessments and inventories, match results to a career goal.
        01.05   Describe the steps involved in planning for education, career, and life goals.
        01.06   Develop a career plan to include training/education requirements, tasks/responsibilities,
                employment prospects, and career/advancement opportunities.
        01.07   Discuss advantages/disadvantages of entering the military, attending a trade/technical
                school, and/or enrolling at a community college/four-year university.
        01.08   Begin creating a portfolio of documents for job placement.

02.0   IDENTIFY AVAILABLE CAREER AND TECHNICAL EMPLOYMENT OPPORTUNITIES--The
        student will be able to:

        02.01   Identify employment opportunities in the area of agriscience and natural resources.
        02.02   Identify employment opportunities in the area of construction.
        02.03   Identify employment opportunities in the area of manufacturing.
        02.04   Identify employment opportunities in the area of logistics, transportation, and distribution
                services.
        02.05   Identify employment opportunities in the area of information technology services.
        02.06   Identify employment opportunities in the area of wholesale/retail sales and services.
        02.07   Identify employment opportunities in the area of financial services.
        02.08   Identify employment opportunities in the area of hospitality and tourism.
        02.09   Identify employment opportunities in the area of business and administrative services.
        02.10   Identify employment opportunities in the area of health services.
        02.11   Identify employment opportunities in the area of human services.
        02.12   Identify employment opportunities in the area of arts and communication services.
        02.13   Identify employment opportunities in the area of legal and protective services.
        02.14   Identify employment opportunities in the area of scientific, engineering, and technical
                services.

03.0   IDENTIFY COMPONENTS OF SELF-UNDERSTANDING--The student will be
        able to:

        03.01   Explain how values are acquired and changed.
        03.02   Explain how work is affected by values.
        03.03   Identify how individuals from diverse backgrounds offer unique contributions.
        03.04   Discuss methods for adapting learning styles to the method of instructional delivery.

04.0   DEFINE AND DEMONSTRATE COGNITIVE SKILLS--The student will be able to:

        09.02   Describe importance of time management to complete tasks accurately and on time.
        09.03   Outline strategies for effective time management.

09.04 Describe role and relationship between values, aptitudes, and abilities, and goal setting and attainment of academic and occupational skills.

09.05 Set personal goals and develop a plan of action to achieve those goals.

09.06 Identify problems and consequences of meeting goals.
09.07 Describe ways to deal with success and failure.
09.08 Exhibit awareness of and respect for others.
09.09 Demonstrate ways to improve test-taking skills, including preparing for standardized tests.
09.10 Explain the steps in decision-making.
09.11 Identify the process involved in problem solving.
09.12 Develop an action plan for solving problems and making decisions.
09.13   Identify strategies for building self-esteem and enhancing decision-making skills.
09.14 Demonstrate knowledge of the planning process.
09.15 Demonstrate ability to think creatively and generate new ideas.
09.16 Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.

05.0   IDENTIFY AND APPLY A VARIETY OF LEARNING TECHNIQUES AND STYLES--The student will be able to:

05.01   Describe the advantages of good note taking/outlining and listening skills.
05.02   Explain and apply a variety of strategies for knowledge retention of specific data, etc.
05.03   Describe and apply study techniques.
05.04   Discuss and employ a variety of test-taking strategies.
05.05   Discuss the seven intelligences as identified by Howard Gardner (musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, intrapersonal).
05.06   Discuss styles of learning as identified by Anthony Gregoric (concrete sequential, abstract sequential, abstract random, concrete random).
05.07   Identify learning style as auditory language, visual language, auditory numerical, visual numerical, and/or auditory-visual-kinesthetic combination.

06.0   DEVELOP EFFECTIVE COMMUNICATION SKILLS--The student will be able to:

06.01   Identify the effectiveness of assertive, aggressive, and passive communication.
06.02   Dramatize the impact of non-verbal behavior on communication.
06.03   Develop ways to provide effective feedback and deal with criticism.
06.04   Describe the importance of the proper use of grammar, vocabulary, diction, and etiquette.
06.05   Demonstrate ability to communicate in a multicultural setting.
06.06   Demonstrate ability to listen to, follow, and provide directions.
06.07   Participate in group and committee discussions to reach group consensus.
06.08   Write, edit, and revise a communication so that it presents information in a clear, correct, concise, complete, consistent, and courteous manner.

07.0   DEMONSTRATE LEADERSHIP SKILLS--The student will be able to:

07.01   Demonstrate ability to negotiate, resolve conflict through peer mediation, handle stress, deal with undesirable behavior in others, share in task accomplishment, and build positive working relationships with others.
07.02   Identify characteristics of a leader and team member.
07.03   Define and practice brainstorming.
07.04   Describe the use of teams to increase productivity.
07.05   Demonstrate business and social etiquette.

08.0   DEMONSTRATE WORKPLACE READINESS SKILLS--The student will be able to:

08.01   Identify resources used in a job search.
08.02   Discuss importance of drug tests and criminal background checks in identifying possible employment options.
08.03   Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).
08.04   Demonstrate appropriate dress and grooming for employment.
08.05   Identify documents that may be required when applying for a job.
08.06   Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, letter of recommendation.
08.07   Complete a job application form neatly, legibly, and error free.
08.08   Demonstrate competence in job interview techniques (behavioral).

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Exploration of Vocational Occupations
Program Type:	Exploration
Occupational Area:	Diversified Education

<u>Secondary</u>

Program Number:	**9100210**
CIP Number:	1098.9999EX
Grade Level:	6-9, 30, 31
Length:	.5 credit
Certification:	Any Field/Bachelors or Higher Cert/TC WK EXP E G
	Any Vocational Field or Coverage

I.   **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to give students initial exposure to the skills and attitudes associated with occupations in a diverse range of careers. The content of this course will consist of the content contained in two or more existing exploration courses and may include instruction in making a career choice and the basic employability skills needed to locate, secure, and maintain employment.

II.   **LABORATORY ACTIVITIES:** Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the materials and tools appropriate to the course content and in accordance with current practices.

III.   **SPECIAL NOTE:** The typical length for this course for the average achieving student is 75 hours. A qualified instructor for each instructional component should be utilized whenever possible.

IV.   **INTENDED OUTCOMES:** The intended outcomes for this course will be those outcomes that are selected from other exploration courses and may also include instruction in making a career choice and in the basic employability skills needed to locate, secure, and maintain employment.

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Practical Arts General
Program Type: Practical Arts
Occupational Area: Diversified Education

<u>Secondary</u>
Program Number: **8300320**
CIP Number: 1098.8660PA
Grade Level: 7-12, 30, 31
Length: 1 credit
Certification: Any Field/Bachelors or Higher Cert
                  Any Vocational Field or Coverage
Facility Code: 221
CTSO: Any
Co-op Method: No
Apprenticeship: No
Basic Skills:
    Math   Not Required for Practical Arts
    Language   Not Required for Practical Arts
    Reading   Not Required for Practical Arts

I.   **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with general practical skills. The content of this course will consist of the content contained in two or more existing practical arts courses.

II.   **LABORATORY ACTIVITIES:** Instructional and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices.

III.   **SPECIAL NOTE:** The typical length for this course for the average achieving student is 150 hours.

Any Career and Technical Student Organization is appropriate for providing leadership training and reinforcing specific career and technical skills. Career and technical student organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065(8), FAC.

When a secondary student with a disability is enrolled in a career and technical class with modifications to the curriculum framework, the particular outcomes and student performance standards which the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired outcome statement on the Transition Individual Educational Plan (Transition IEP).

IV.   **INTENDED OUTCOMES:** The intended outcomes for this course will be those outcomes that are selected from other practical arts courses, including the basic employability skills needed to locate, secure, and maintain employment.

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Workplace Technology Applications
Program Type: Practical Arts
Occupational Area: Diversified Education
Components: N/A
       <u>Secondary</u>
Program Numbers: **8300330**
CIP Number: 1011.0101PA
Grade Level: 7-12, 30, 31
Length: .5 credit
Certification: Any Vocational Field or Coverage
       Any Field When Cert Reflects Bachelor of Higher
Facility Code: 221
CTSO: Any CTSO
Co-op Method: NO
Apprenticeship: NO
Basic Skills:
       Math   Not Required for Practical Arts
       Language   Not Required for Practical Arts
       Reading   Not Required for Practical Arts

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this course is to provide students with general knowledge of technology, how it works, and its uses in the workplace.

The content includes, but is not limited to, instruction in the use of computers and other pieces of technology, workplace related software applications, legal issues affecting the use of computers and technology, and possible future impact of computers and technology in the workplace.

II. **LABORATORY ACTIVITIES:** Laboratory activities are an essential part of this course. This course has been designed as a hands-on class. It is essential that computers and software be made available for the students to use.

III. **SPECIAL NOTE:** Any Career and Technical Student Organization is appropriate for providing leadership training and reinforcing specific career and technical skills. Career and technical student organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065(8), FAC.

When a secondary student with a disability is enrolled in a career and technical class with modifications to the curriculum framework, the particular outcomes and student performance standards that the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired outcome statement on the Transition Individual Educational Plan (Transition IEP).

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

01.0   Explain the past, present, and future importance of technology in the workplace.

02.0   Define the basic terminology associated with technology in the workplace.
03.0   Describe components of emerging technology.
04.0   Describe ways technology is used by business to satisfy the needs and wants of customers.
05.0   Describe and demonstrate the uses of computers.
06.0   Demonstrate selected workplace software application programs.
07.0   Describe applications of technology in the workplace.
08.0   Discuss employment opportunities in the field of technology.
09.0   Demonstrate knowledge of telecommunications.
10.0   Identify legal and ethical issues related to technology in the workplace.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Workplace Technology Applications
Secondary Number: 8300330

01.0 <u>EXPLAIN THE PAST, PRESENT, AND FUTURE IMPORTANCE OF TECHNOLOGY IN THE
WORKPLACE</u>--The student will be able to:

    01.01 Summarize development of technology and response of technology to changing needs.
    01.02 List uses of technology in the business community.
    01.03 Describe ways technology helps employees do their job.
    01.04 Contrast ways employees perform their jobs today using technology with the methods
          used 20 years ago.
    01.05 Describe how technology can be used to enhance the employee's ability to meet the
          needs of business and industry.
    01.06 Explain the importance of keyboarding in the use of technology.
    01.07 Explain the concept of programming languages.
    01.08 Describe ergonomic principles important to the configuration of a workstation.
    01.09 Participate in a group presentation discussing if electronic storage transmission of
          information will lead to the "paperless office."
    01.10 Provide several examples of how technology might be
          used in the future and its possible impact on the workplace (e.g., voice recognition
          dictation).

02.0 <u>DEFINE THE BASIC TERMINOLOGY ASSOCIATED WITH TECHNOLOGY IN THE
WORKPLACE</u>--The student will be able to:

    02.01 Define and describe the term "hardware."
    02.02 Define and describe the term "program."
    02.03 Define and describe the term "programming language."
    02.04 Define and describe the term "operating system."
    02.05 Define and describe the terms "systems software" and "applications software."
    02.06 Define and describe the concept of "computer literacy."
    02.07 Define and describe the terms "mainframe computer", "minicomputers", and
          "microcomputers
    02.08 Define and describe the term "microprocessor."
    02.09 Define and describe the term "graphical user interface (GUI)."
    02.10 Explain the difference between data and information.
    02.11 Define and describe the term "modem."
    02.12 Define and describe the terms "Internet", "World Wide Web" (WWW), "FTP", "Intranet",
          and "Extranet."
    02.13 Define and describe Universal Resource Locators (URLS) and associated extensions.
    02.14 Define and identify a variety of Internet search engines.

03.0 <u>DESCRIBE COMPONENTS OF EMERGING TECHNOLOGY</u>--The student will be able to:

    03.01 List 10 examples of emerging technologies.
    03.02 Identify and define multi-media technology.
    03.03 Identify techniques for designing effective multi-media presentations.
    03.04 Identify and describe the various information systems (e.g., OIS, MIS, DSS, IIS) available
          in today's business environment.
    03.05 Identify the basic functions of each of the above information systems.
    03.06 Discuss management of above listed information systems.

04.0 <u>DESCRIBE WAYS TECHNOLOGY IS USED BY BUSINESS TO SATISFY THE NEEDS AND WANTS OF CUSTOMERS</u>--The student will be able to:

04.01 Identify information provided to a consumer on a sample computerized receipt and invoice.
04.02 Describe advantages of computers in the workplace.
04.03 Describe disadvantages of computers in the workplace.
04.04 Describe how a word processor helps businesses benefit the customers.
04.05 Describe how a database helps businesses benefit the customers.
04.06 Describe how a spreadsheet helps businesses benefit the customers.
04.07 Describe how sophisticated programs such as graphics and desktop publishing help businesses benefit their customers
04.08 Describe how businesses use the World Wide Web and Web Pages to reduce costs, improve communication, and market products or images.
04.09 Discuss how teleconferencing can save time and money.
04.10 Compare and contrast the use of pagers and cellular telephones.

05.0 <u>DESCRIBE AND DEMONSTRATE THE USES OF COMPUTERS</u>--The student will be able to:

05.01 Define and describe the three components of computer hardware: input device, central processing unit, and output device.
05.02 Demonstrate "booting" and "power off" procedures for a computer.
05.03 Explain use of machine specific commands and keyboard functions.
05.04 Demonstrate use of a mouse.
05.05 Demonstrate use of a printer.
05.06 Demonstrate various methods for storing information.
05.07 Describe use of electronic mail.
05.08 Describe use of a scanner.
05.09 Describe use of a digital camera.
05.10 Describe use of a video camera and/or images.
05.11 Define and describe processing and multi-tasking.
05.12 Describe at least two methods of compressing files.
05.13 Describe the use of hypertext links using at least "mail to" and "url."
05.14 Describe a method of setting up a self-extracting file transfer.
05.15 Describe the use of two different types of electronic video.
05.16 Explain two methods of constructing a document in a hybrid platform.
05.17 Describe a method of converting a web graphic for GIF to jpg.
05.18 Demonstrate the relationship of programming language, input, memory (storage), arithmetic and logic, control, and output (distribution).
05.19 Describe importance of care and handling of a computer and peripherals and systems maintenance.
05.20 Describe typical computer component and peripheral problems.

06.0 <u>DEMONSTRATE SELECTED WORKPLACE SOFTWARE APPLICATIONS</u>--The student will be able to:

06.01 List the brand names of computers used by several businesses in the community.
06.02 List the names of application software being used by several businesses in the community.
06.03 Compare and contrast types of technology and software being used in the business community with what is available at your school.
06.04 Describe how one software package is being used (applied) in a sample workplace.
06.05 Prepare a business letter and envelope using an integrated software application package.
06.06 Demonstrate a method to produce mailing labels using computer software.

06.07 Develop a sample database to integrate with a business letter.
06.08 Develop a sample spreadsheet to integrate with a business letter.
06.09 Develop a sample computer-generated graph to represent collected data.
06.10 Develop a sample presentation using PowerPoint or comparable software application.
06.11 Demonstrate the use of a computer system in processing information and resources.
06.12 Evaluate appropriateness of various peripherals for specific applications.

07.0 <u>DESCRIBE APPLICATIONS OF TECHNOLOGY IN THE WORKPLACE</u>--The student will be able to:

07.01 Describe the uses of computer-aided design (CAD), computer-aided manufacturing (CAM), and computer numeric control (CNC).
07.02 Describe the uses of computer cash registers.
07.03 Explain the use of computers in manufacturing.
07.04 Explain the use of computers in government.
07.05 Explain the use of computers in communications.
07.06 Explain the use of computers in transportation.
07.07 Explain the use of computers in education.
07.08 Explain the use of computers in science and engineering.
07.09 Explain the use of computers in medicine.
07.10 Explain the use of computers in banking and investing.
07.11 Explain the use of computers in customer service.
07.12 Explain the use of computers in the arts and music.
07.13 Describe transdisciplinary computer literacy and computer-based technological applications.
07.14 Identify kinds and levels of work and job opportunities related to transdisciplinary computer technology.
07.15 Describe the uses of databases in the workplace.
07.16 Explain a method to back-up and maintain files and a computer system.
07.17 Describe current and emerging telecommunications systems.
07.18 Summarize present and potential diverse applications of technology including robotics.

08.0 <u>DISCUSS EMPLOYMENT OPPORTUNITIES IN THE FIELD OF TECHNOLOGY</u>--The student will be able to:

08.01 List 10 different types of employment opportunities available in the technology field (e.g., systems analyst, operator, repair specialist, salesperson, web page designer).
08.02 Prepare and deliver an oral report on one of the jobs available including necessary education and training, pay, positions available, advancement opportunities.
08.03 Interview individuals currently employed in the technology field.
08.04 Create an electronic resume that could be used to apply for a technology-related position.

09.0 <u>DEMONSTRATE KNOWLEDGE OF TELECOMMUNICATIONS</u>--The student will be able to:

09.01 Identify the basic functions of telecommunications.
09.02 Define and describe local area networks (LANs).
09.03 Define and describe wide area networks (WANs).
09.04 Define and describe electronic mail (e-mail) capabilities and functions.
09.05 Define and describe facsimile (FAX).
09.06 Define and describe voice messaging.
09.07 Define and describe networking cabling requirements.

09.08 Discuss the emergence of the Internet and electronic bulletin boards as means of transmitting information.

09.09 Describe the process for arranging a teleconference.

10.0 <u>IDENTIFY LEGAL AND ETHICAL ISSUES RELATED TO TECHNOLOGY IN THE WORKPLACE</u>--The student will be able to:

10.01 Discuss the impact of technology and related trends on society and the environment.

10.02 Identify ethical issues resulting from technological advances (e.g., hacking, computer viruses, copyright infringement).

10.03 Discuss copyright laws and their impact on technology.

10.04 Research ways to promote confidentiality for messages transmitted via technology.

10.05 Participate in a group presentation discussing legal and ethical issues pertaining to the use of technology in the workplace (e.g., personal privacy, security).

MIDDLE SCHOOL, SECONDARY, AND POST-SECONDARY COURSE

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Workplace Essentials
Program Type: Job Preparatory
Occupational Area: Diversified Education
Components: One Occupational Completion Point

	Secondary	PSAV
Program Number:	**8300310**	**D988650**
CIP Number:	1098.8650CP	1098.8650CP
Grade Level:	7-12, 30, 31	30, 31
Length:	.5 credit	75 hours
Certification:	Any Field/Bachelors or Higher Cert Any Vocational Field or Coverage	Any Field/Bachelors or Higher Cert Any Vocational Field or Coverage
CTSO:	Any Appropriate Career and Technical	Any Appropriate Career and Technical
Co-op Method:	NO	NO
Apprenticeship:	NO	NO
Basic Skills:		
Math	Not Required	
Language	Not Required	
Reading	Not Required	

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with those workplace skills essential for gainful employment. The content of this course includes the following: developing an employment plan, seeking and applying for employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, problem-solving and decision-making, maintaining a safe and healthy work environment, demonstrating work ethics and behavior, demonstrating technological literacy, maintaining interpersonal relationships, and demonstrating leadership and team work.

II. **LABORATORY ACTIVITIES**: Laboratory activities are an integral part of this program.

III. **SPECIAL NOTE:** Any Career and Technical Student Organization is appropriate for providing leadership training and reinforcing specific career and technical skills. Career and technical student organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

When a secondary student with a disability is enrolled in a career and technical class with modifications to the curriculum framework, the particular outcomes and student performance standards that the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

IV. **INTENDED OUTCOMES:** After successfully completing this course, there is an occupational completion point:

A	Assemblers	O	93956
B	Banquet Server	T	311.477-026
C	Cashier	O	49023A
D	Cook, Institution	O	65028
E	Counter Clerk	O	49017
F	Customer Service Representative	T	299.367-010
G	Front Desk Agent	O	53808
H	Gardner and Groundskeeper	O	79030B
I	General Office Clerk	O	55347
J	Hostess	O	65002
K	Housekeeping	O	67002
L	Information Clerk	T	237.367-022
M	Kitchen Helper	O	65038B
N	Laundry	O	92726
O	PBX Operator	T	235.662-026
P	Receptionist	O	55305
Q	Reservation and Transportation Ticket Agent	O	53805
R	Store Clerk	T	222.387-058
S	Truck Driver, Light	O	97105
T	Waiter/Waitress	O	65008A
U	Warehouse Stock Clerk	O	58023
Y	Other Occupations	I	Industry Title

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

01.0   Describe human relations skills necessary for success in the workforce.
02.0   Identify types of communication skills necessary for successful employment.
03.0   Identify types of mathematical skills necessary for successful employment.
04.0   Describe workplace leadership and organizational skills.
05.0   Explain telephone activities integral to successful employment.
06.0   Describe the duties and responsibilities of a successful employee.
07.0   Demonstrate employability skills.
08.0   Demonstrate technology literacy.
09.0   Maintain a safe and healthy work environment.
10.0   Demonstrate work ethics and professional behavior.
11.0   Identify tentative career goals.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Workplace Essentials
Secondary Number: 8300310
Postsecondary Number: D988650

01.0   DESCRIBE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN THE
        WORKFORCE--The student will be able to:

        01.01   Define punctuality, initiative, courtesy, loyalty, honesty, respect, responsibility, fairness,
                and trustworthiness.
        01.02   Identify and discuss the role of an employee as a team member in the workplace.
        01.03   Describe the use of teams in the workplace to increase productivity and product quality.
        01.04   Discuss the importance of human relations to success in the workplace.
        01.05   Define empathy, compassion, caring, enthusiasm, positive attitude, and self-motivation.
        01.06   Explain the importance of working effectively with diverse populations.
        01.07   Explain importance of self-management when minimum direction and supervision are
                given.
        01.08   Describe ethical situations in the world of work.
        01.09   Describe importance and benefits of time management.
        01.10   dentify and demonstrate steps necessary for solving problems and making decisions.
        01.11   Analyze future consequences of current decisions.
        01.12   Discuss the value of emotional self-control in the workplace.
        01.13   Explain "conflict resolution" and "dispute resolution" techniques and apply to a simulated
                work related problem.
        01.14   Identify and practice stress management and relaxation techniques.
        01.15   Discuss importance of practicing positive customer service skills.

02.0   IDENTIFY TYPES OF COMMUNICATION SKILLS NECESSARY FOR SUCCESSFUL
        EMPLOYMENT--The student will be able to:

        02.01   Describe the importance of the proper use of grammar, vocabulary, and diction.
        02.02   Identify the appropriate way to address people.
        02.03   Identify appropriate conversation for work related settings.
        02.04   Describe listening, speaking, and nonverbal skills necessary to determine customer
                needs.
        02.05   List professional vocabulary appropriate for the work environment.
        02.06   Demonstrate ability to communicate in a multicultural setting.
        02.07   Identify and define commonly used customer service terms such as complaints, internal
                and external customers.
        02.08   Demonstrate the ability to listen to, follow, and provide directions.
        02.09   Demonstrate the placing/receiving of telephone calls in a businesslike manner.
        02.10   Demonstrate ability to locate, understand, and interpret information found in trade
                manuals, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet
                resources.

03.0   IDENTIFY TYPES OF MATHEMATICAL SKILLS NECESSARY FOR SUCCESSFUL
        EMPLOYMENT--The student will be able to:

        03.01   Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
        03.02   Compute different methods of monetary compensation (e.g., annual salary, hourly wage,
                commission, piecework).
        03.03   Calculate exemptions, deductions, and taxable income and use tax tables to prepare a
                federal income tax form.

03.04   Prepare a balanced budget based on income and expenses.
03.05   Describe importance of maintaining an accurate checkbook balance.
03.06   Identify mathematical skills used by employees in a variety of career fields (e.g., electricians apply electrical formulas to calculate watts, amps, ohms, or volts).

04.0   DESCRIBE WORKPLACE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

04.01   Describe qualities of an effective leader.
04.02   Describe different methods of leadership.
04.03   Identify and utilize the planning process.
04.04   Work cooperatively within a group to achieve organizational goals.

05.0   EXPLAIN TELEPHONE ACTIVITIES INTEGRAL TO SUCCESSFUL EMPLOYMENT--The student will be able to:

05.01   Identify and demonstrate telephone techniques for placing and answering telephone calls.
05.02   Identify and demonstrate procedures for recording and relaying accurate messages.
05.03   Identify and demonstrate techniques for accurately directing calls.
05.04   Describe and demonstrate a positive and caring telephone voice.

06.0   DESCRIBE THE DUTIES AND RESPONSIBILITIES OF A SUCCESSFUL EMPLOYEE--The student will be able to:

06.01   Explain how to handle customer inquiries/complaints.
06.02   Explain how to handle difficult internal and external customers.
06.03   Explain how to interpret policies to internal and external customers.
06.04   Classify customer services according to nature and characteristics of the activity.
06.05   Review methods to resolve customer problems through clarifying and explaining policies and procedures.
06.06   Explain the importance of stress management and relaxation techniques as they relate to job performance.
06.07   Demonstrate an understanding of gender, age, disability, and cultural courtesy.
06.08   Describe workplace codes of professional/business conduct.
06.09   Explain the concepts of integrity, credibility, reliability, and perseverance.
06.10   List the responsibilities an employer has for his/her employees (ethical, social, legal).

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

07.01   Identify and utilize resources used in a job search (e.g., networking, newspaper, Internet).
07.02   Discuss importance of drug tests and criminal background checks in identifying possible employment options.
07.03   Identify steps in the job application process including arranging for references and proper documentation (e.g., green card).
07.04   Identify and demonstrate appropriate dress and grooming for employment.
07.05   Identify documents that may be required when applying for a job.
07.06   Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
07.07   Complete a job application form neatly, legibly, and error free
07.08   Demonstrate competence in job interview techniques (behavioral).
07.09   Describe methods for handling illegal interview and application questions.
07.10   Identify and complete documents that are required subsequent to accepting employment (e.g., W-4, I-9).
07.11   Identify and complete documents associated with filing a federal income tax return.

07.12 Describe state and federal labor laws that regulate the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FLMA).

07.13 Identify and demonstrate appropriate responses to feedback from supervisors

07.14 Identify and demonstrate acceptable work habits.

07.15 Demonstrate acceptable health and hygiene habits.

07.16 Discuss examples of company standards, policies, and procedures.

07.17 Explain importance of following accepted rules, regulations, and policies.

07.18 Describe importance of producing quality work and meeting performance standards.

07.19 Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).

07.19   Identify how to prepare for job separation and re-employment.
07.20   Create and maintain a career portfolio (e.g., resume, letters of recommendation, awards, evidence of participation in school/community/volunteer activities, employer evaluations).

08.0   <u>DEMONSTRATE TECHNOLOGY LITERACY</u>--The student will be able to:

08.01   Identify types of technology used in the workplace.
08.02   Describe applications of technology in the workplace.
08.03   Discuss ethical issues involving the use of technology in the workplace.
08.04   Demonstrate computer literacy by producing a computer generated document
08.05   Describe use of electronic communication tools (e.g., fax, e-mail, voice mail, Internet).
08.06   Identify current and emerging telecommunication systems
08.07   Explain situations in which technology can positively and negatively impact the workplace.
08.08   Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.

09.0   <u>MAINTAIN A SAFE AND HEALTHY WORK ENVIRONMENT</u>--The student will be able to:

09.01   Identify health and safety regulatory agencies responsible for governing the work environment (e.g., OSHA, EPA).
09.02   Identify emergency procedures for fire, tornado, and hurricane situations including emergency telephone numbers.
09.03   Identify types of hazards in the workplace.
09.04   Describe types of personal protective equipment.
09.05   Identify hazardous chemicals and their characteristics.
09.06   Define the meaning of "drug-free workplace."
09.07   Identify causes of accidents on the job (e.g., human error).
09.08   Discuss current occurrences of violence in the workplace.
09.09   Identify possible medical emergencies in the workplace.

10.0   <u>DEMONSTRATE WORK ETHICS AND PROFESSIONAL BEHAVIOR</u>--The student will be able to:

10.01   Define ethics and describe several ethical situations that could arise within a school/workplace setting.
10.02   Analyze the relationship between employee behaviors and potential consequences.
10.03   Develop a sample code of ethics.
10.04   Identify ways to work cooperatively in various settings with diverse populations.
10.05   Define and discuss issues involving gender equity, disability, age, and sexual harassment.
10.06   Identify key ways a company can benefit its community.
10.07   Describe the importance of providing for the access needs of the physically challenged.
10.08   Demonstrate appropriate business etiquette practices.
10.09   Identify and discuss those personal characteristics necessary to be successful on the job.

11.0   <u>IDENTIFY TENTATIVE CAREER GOALS</u>--The student will be able to:

11.01   Identify job skills and personal characteristics necessary for career success.
11.02   Identify high skill/high wage occupations requiring specialized training with growth potential for future employment.
11.03   Describe the steps involved in planning for education, career, and life goals.
11.04   Complete and analyze a personal traits inventory.
11.05   Match desires, abilities, temperaments, and assets to a career goal.
11.06   Prepare an education and career development plan.

MIDDLE AND SECONDARY PROGRAM

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Work Experience
Program Type: Practical Arts
Occupational Area: Diversified Education

                            <u>Secondary</u>
Program Number: **8301600**
CIP Number: 1098.8640CP
Grade Level: 7-12, 30, 31
Length: Multiple credits
Certification: COOR WK EX @7
                            ANY FIELD/BACHELORS OR
                            HIGHER CERT/TC WK EXP E G
CTSO: CECF
CO-OP METHOD: Yes
Facility Code: 221

I.   **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to provide support for at-risk students. This support shall be provided through instruction in the methods of acquiring the necessary human relations skills, work ethic, and common knowledge required for successful employment and for selection of a career plan that will guide the transition from school-to-work. Concurrently, the student is to be engaged in paid, supervised part-time employment as a means of gaining experience in a bona-fide work environment in compliance with the Child Labor Law established by the U.S. Department of Labor for the Work Experience and Career Exploration Program (WECEP).*

Opportunities are to be provided for the student to obtain competencies and recognition through successful work experience and to satisfactorily complete a high school education.

A student may not enroll in a Work Experience class without concurrent enrollment in Work Experience-OJT (8301650). Also, a student may not enroll in Work Experience-OJT (8301650) without previous or concurrent enrollment in a Work Experience class. The student must be paid for work performed and must be directly supervised. Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who previously participated successfully in the in-school and on-the-job instructional activities.

Listed below are the courses that comprise this program when offered at the secondary level:

        8301610   Work Experience 1
        8301620   Work Experience 2
        8301630   Work Experience 3
        8301640   Work Experience 4
        8301650   Work Experience OJT

A beginning Work Experience student will be placed in the 8301610-Work Experience 1 course.

II.   **LABORATORY ACTIVITIES:** In-school laboratory activities are an integral part of this program. Equipment and supplies should be provided to enhance hands-on experiences for the students. Also, those laboratory activities provided through on-the-job training are an integral part of this

program. Employment experiences are provided through placement on a job by the teacher-coordinator. The student should acquire competencies through a variety of paid learning experiences. The supervised experience is to be governed by a training agreement signed by parent/guardian, employer, teacher/coordinator, and student. No student should participate in the OJT portion of the program until this signed document is received by the teacher/coordinator. The teacher/coordinator and student will cooperatively prepare a job skills form which will include generic and specific job competencies and generic and specific safety competencies to be evaluated by the employer each grading period.

It is highly recommended that for every 20 students (or portion thereof) enrolled in Work Experience-OJT, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed on the job skills form is highly recommended.

III.   **SPECIAL NOTE:** Cooperative Education Clubs of Florida (CECF) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and technical student organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

Each student enrolled in the Work Experience 1, 2, 3, or 4 courses may earn one credit. A minimum of 1 credit for on-the-job employment experiences may be earned for each year the student is enrolled in Work Experience-OJT. In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to complete this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a career and technical class with modifications to the curriculum framework, the particular outcomes and student performance standards that the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program should 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 tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order and critical thinking skills, and problem solving, technical, and literacy skills.

The following criteria are to be used in the development of admission procedures for each student prior to entry into the program:

01.   The student has a truancy problem.
02.   The student needs to work in order to continue his/her education.
03.   The student is economically disadvantaged.
04.   The student is academically disadvantaged.
05.   The student has a negative attitude toward work, school, and/or society.

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06.	The student has a poor self-concept.
07.	The student feels alienated.
08.	The student lacks self-discipline.
09.	The student has a limited attention span.
10.	The student is overage in grade level.
11.	The student has trouble relating to classwork.
12.	The student has a lack of interest in school.
13.	The student needs to be supervised at the work location.
14.	Other (specify) _____.

An individual guidance plan identifying admission criteria should be developed for each student prior to entry into the program, and should include the Work Experience course number, school year, and date of entry. Job counseling sessions between the teacher/coordinator and each student should be documented for each grading period. Flexible scheduling can be implemented, as agreed upon by the teacher/coordinator and guidance personnel, when such scheduling is found to be needed to meet the student's needs.

IV.   **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.0	Define, demonstrate, and assess job seeking and employability skills.
02.0	Define, identify, and analyze safety issues related to the workplace.
03.0	Define, demonstrate, and analyze proficiency in applying communication skills.
04.0	Define, demonstrate, and analyze proficiency in applying mathematical skills.
05.0	Define, demonstrate, and maintain personal hygiene and health.
06.0	Define, demonstrate, and manage personal finances.
07.0	Define, demonstrate, and evaluate leadership skills.
08.0	Define, demonstrate, and assess techniques to maintain professionalism.
09.0	Define, demonstrate, and assess cognitive skills.
10.0	Define, demonstrate, and assess interpersonal and intrapersonal skills.
11.0	Define, demonstrate, and assess proficiency in applying technical skills.
12.0	Define, demonstrate, and evaluate understanding of economic and entrepreneurial principles.
13.0	Define, demonstrate, and assess importance of determining career options.
14.0	Perform designated job skills.
15.0	Demonstrate compliance with work ethics.
16.0	Perform designated recordkeeping skills.

*The Federal Child Labor Regulation 3 allows WECEP 14 and 15 year old students to work during the school day, between 7 AM and 7 PM, for a maximum of 23 hours per week, in any occupation permitted by Florida Child Labor Law, the Fair Labor Standards Act (FLSA)), and/or in any occupation for which a variance (Student Learner Exemption Agreement) has been obtained from the Department of Labor and Employment Security.

Work Experience 1: 01.01 to 01.24; 02.01 to 02.15; 03.01 to 03.11; 04.01 to 04.14; 05.01 to 05.05; 06.01 to 06.05; 07.01 to 07.07; 08.01 to 08.07; 09.01 to 09.08; 10.01 to 10.14; 11.01 to 11.05; 13.01 to 13.07.

Work Experience 2: 01.25 to 01.31; 02.16 to 02.20; 03.12 to 03.23; 04.15 to 04.19; 05.06 to 05.10; 06.06 to 06.13; 07.08 to 07.12; 08.08 to 08.13; 09.09 to 09.13; 10.15 to 10.17; 11.06 to 11.08; 12.01 to 12.11; 13.08 to 13.13.

Work Experience 3: 01.32 to 01.34; 02.21 to 02.23; 03.24 to 03.31; 04.20 to 04.25; 05.11 to 05.15; 06.14 to 06.21; 07.13 to 07.16; 08.14 to 08.19; 09.14 to 09.16; 10.18 to 10.21; 11.09 to 11.12; 12.12 to 12.16; 13.14 to 13.18.

Work Experience 4: 02.24 and 02.25; 03.32 to 03.40; 04.26 to 04.36; 05.16 and 05.17; 06.22 to 06.27; 07.17 to 07.19; 08.20; 09.17 to 09.19; 10.22 and 10.23; 11.13 to 11.16; 12.17 to 12.21; 13.19 to 13.24.

Work Experience OJT: 14.01 to 14.15; 15.01 to 15.07; 16.01 and 16.02.

Course Number: 8301610
Course Title: Work Experience 1
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to meet the minimum student performance standards as outlined in the program framework and to provide remedial instruction when needed. Students first entering the program begin with this course.

01.0   DEFINE, DEMONSTRATE, AND ASSESS JOB SEEKING AND EMPLOYABILITY SKILLS--The student will be able to:

      01.01   Explain relationship between academic and occupational skills and achievement in the world of work.
      01.02   Identify skills that are transferable from one occupation to another.
      01.03   Express the differences between school and the workplace.
      01.04   Explain importance of a social security number.
      01.05   Identify documentation needed prior to seeking employment.
      01.06   List documents an employer is required to have completed by an employee for payroll and employment eligibility purposes
      01.07   List restrictions and guidelines regulating the workplace for minors (e.g., Child Labor Law).
      01.08   Research job opportunities using a variety of employment sources.
      01.09   Discuss importance of drug tests and criminal background checks in identifying possible training stations.
      01.10   Arrange for personal references.
      01.11   Prepare a neat, legible resume.
      01.12   Prepare a job application letter based on information in a job ad.
      01.13   Read and accurately complete a variety of job application forms.
      01.14   Demonstrate methods for handling illegal interview and application questions.
      01.15   Participate in a job interview role-play situation.
      01.16   Demonstrate appropriate interview dress, grooming, and demeanor.
      01.17   Conduct a job-interview follow-up.
      01.17   List procedures to follow when accepting an employment offer.
      01.18   Describe appropriate methods for resigning from a position.
      01.19   Interpret reasons for termination.
      01.20   Prepare a letter of resignation.
      01.21   Illustrate an understanding of the appropriate techniques to use when changing jobs.
      01.22   Demonstrate how and when to request a raise.
      01.23   Identify opportunities for job advancement.

02.0   DEFINE, IDENTIFY, AND ANALYZE SAFETY ISSUES RELATED TO THE WORKPLACE--The student will be able to:

      02.01   Explain how a lack of knowledge and skill can cause accidents and health hazards in the workplace.
      02.02   Identify safety signs and symbols.
      02.03   Discuss importance of accepting responsibility for safety of self and others.
      02.04   List ways anger, worry, drugs, alcohol, fatigue, and illness can cause accidents.
      02.05   Define the meaning of "drug-free workplace."
      02.06   Explain how dress may affect safety on the job.

02.07   Describe actions that various agencies take to prevent accidents on the job.
02.08   Identify techniques to maintain a safe work environment.
02.09   Demonstrate proper lifting and carrying techniques.
02.10   Explain basic first-aid techniques.
02.11   Identify emergency procedures.
02.12   Identify methods to safely handle hazardous materials.
02.13   Explain fire safety methods.
02.14   Describe types of hazards found in the workplace.
02.15   Describe types of personal protective equipment.

03.0   DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING COMMUNICATION SKILLS--The student will be able to:

03.01   Participate in large and small group discussions.
03.02   Participate in group and committee discussions to reach group consensus.
03.03   Identify and interpret abbreviations used in help-wanted ads.
03.04   Identify parts of a business letter.
03.05   Identify possible styles of a business letter.
03.06   Identify abbreviations of state names.
03.07   Identify methods of communicating with supervisors, co-workers, and customers.
03.08   Identify and demonstrate techniques for placing, answering, placing on hold, and directing telephone calls.
03.09   Identify and demonstrate procedures for recording and relaying accurate messages.
03.10   Explain the uses of a floor plan or a map.
03.11   Identify performances necessary to merit promotions and pay raises.

04.0   DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING MATHEMATICAL SKILLS--The student will be able to:

04.01   Compute weekly and annual wages.
04.02   Compute wages when overtime is worked.
04.03   Determine wages for jobs when piecework or tips are involved.
04.04   Compute annual salary.
04.05   Use rounding to determine salary in a pay period.
04.06   Use percents and decimals to compute commissions.
04.07   Identify differences between gross and net pay.
04.08   Change prices from cents to dollars and from dollars to cents.
04.09   Compute the cost of single and multiple items.
04.10   Compute change and count back correctly.
04.11   Use information on coupons to determine the cost of an item when a coupon is used.
04.12   Create a coupon.
04.13   Compute and compare unit prices.
04.14   Complete a 1040EZ federal income tax form.

05.0   DEFINE, DEMONSTRATE, AND MAINTAIN PERSONAL HYGIENE AND HEALTH--The student will be able to:

05.01   Identify advantages of a healthy life style.
05.02   Identify factors that influence wellness.
05.03   Assess importance of emotional mental health.
05.04   Demonstrate types of exercises designed to enhance health/wellness.
05.05   Identify benefits of good nutrition, proper rest, and exercise.

06.0   DEFINE, DEMONSTRATE, AND MANAGE PERSONAL FINANCES--The student will be able to:

06.01   Interpret paycheck stub.

06.02   Identify financial priorities.
06.03   Describe money management principles including uses of a budget.
06.04   Describe the importance of comparison shopping.
06.05   Discuss appropriate consumer practices.

07.0   DEFINE, DEMONSTRATE, AND EVALUATE LEADERSHIP SKILLS--The student will be able to:

07.01   List the qualities of an effective leader.
07.02   Explain different methods of leadership.
07.03   Identify opportunities available for development of leadership skills.
07.04   Demonstrate business etiquette skills.
07.05   Identify purposes and functions of professional and youth organizations.
07.06   Identify roles and responsibilities of organization members.
07.07   Express importance of being able to work as a member of a team.

08.0   DEFINE, DEMONSTRATE, AND ASSESS TECHNIQUES TO MAINTAIN PROFESSIONALISM--
        The student will be able to:

08.01   Identify items to be included in an employment orientation.
08.02   Identify work-related terminology.
08.03   Role-play the importance of respect for the rights of others in the maintenance of a
         positive working environment.
08.04   Demonstrate methods of displaying a positive work attitude.
08.05   Explain initiative and resourcefulness.
08.06   Demonstrate appropriate workplace social behavior including ability to remain calm and
         in control in challenging situations.
08.07   Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy,
         respect, responsibility, self-discipline, and trustworthiness.

09.0   DEFINE, DEMONSTRATE, AND ASSESS COGNITIVE SKILLS--The student will be able to:

09.01   Describe the importance of time management to complete tasks accurately and on time.
09.02   Outline strategies for effective time management.
09.03   Describe role and relationship between values, aptitudes, abilities, goal setting, and
         attainment of academic and occupational skills.
09.04   Set personal goals and develop a plan of action to achieve those goals.
09.05   Identify problems and consequences of meeting goals.
09.06   Describe ways to deal with success and failure.
09.07   Exhibit awareness of and respect for others.
09.08   Demonstrate ways to improve test-taking skills, including preparing for standardized
         tests.

10.0   DEFINE, DEMONSTRATE, AND ASSESS INTERPERSONAL AND INTRAPERSONAL SKILLS--
        The student will be able to:

10.01   Describe the basic nature of self-understanding.
10.02   Identify and demonstrate positive personality traits.
10.03   Using interpersonal skills, demonstrate the ability to appropriately express feelings,
         reactions, ideas, opinions, wants, and needs.
10.04   Role-play behaviors that will promote effective human relations.
10.05   Practice the skills of communicating with customers to identify their needs and
         expectations.
10.06   Practice the ability to work cooperatively with others as a team member.
10.07   Demonstrate ability to adjust one's behavior to fit the dynamics of a situation.

10.08   Demonstrate respect for the opinions, customs, and individual differences of others.
10.09   Interact in a socially appropriate manner.
10.10   Practice assuming responsibility for decisions and actions.
10.11   Channel and control emotional reactions professionally.
10.12   Practice setting personal priorities.
10.13   Identify the differences between assertiveness and aggressiveness.
10.14   Describe acceptable ways to deal with success and failure.

11.0   DEFINE, DEMONSTRATE, AND ASSESS PROFICIENCY IN APPLYING TECHNICAL SKILLS--
The student will be able to:

11.01   Discuss the growing reliance on technology in today's workplace.
11.02   Explain the impact of technological change in relation to educational needs.
11.03   Identify and define basic computer terminology.
11.04   Identify hardware, commonly used software, and on-line services.
11.05   Operate a computer by performing the steps necessary to process information and produce a hard copy.

13.0   DEFINE, DEMONSTRATE, AND ASSESS IMPORTANCE OF DETERMINING CAREER OPTIONS--The student will be able to:

13.01   Use a variety of sources and methods to determine career interests and abilities.
13.02   Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities.
13.03   Identify non-traditional career options.
13.04   Debate how educational level affects career choice.
13.05   Explain importance of networking when researching occupations.
13.06   Identify advantages of attending a trade or technical school.
13.07   Identify career training available in the military services.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8301620
Course Title: Work Experience 2
Course Credit: 1

COURSE DESCRIPTION:

This course is designed for the second year returning Work Experience student and will provide remediation when needed.

01.0 DEFINE, DEMONSTRATE, AND ASSESS JOB SEEKING AND EMPLOYABILITY SKILLS--The student will be able to:

01.24 Describe implications of racial, ethnic, regional, educational, social, and age differences.
01.25 Demonstrate attitudes and behaviors that eliminate stereotyping and gender bias, and promote cultural diversity.
01.26 Demonstrate a strong work ethic and a positive attitude both personally and professionally.
01.27 Relate the importance of quality control in job performance.
01.28 Recognize the importance of the efficient use of materials and space on the job.
01.29 Demonstrate an understanding of ethical business practices.
01.30 Explain the importance of confidentiality in the workplace concerning any written, oral, or technically transmitted information relating to personnel, customers, and/or materials.

02.0 DEFINE, IDENTIFY, AND ANALYZE SAFETY ISSUES RELATED TO THE WORKPLACE--The student will be able to:

02.16 Describe and explain rules and laws designed to promote safety and health.
02.17 Demonstrate an understanding of environmental problems that impact health and safety.
02.18 Demonstrate an understanding of the primary regulatory agencies that govern the environment, health, and safety.
02.19 Describe types of industrial recycling/waste minimization activities.
02.20 Explain impact of noise level on the workplace.

03.0 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING COMMUNICATION SKILLS--The student will be able to:

03.12 Create a graph and a chart using personal or business related information.
03.13 Create and interpret a label.
03.14 Using a bus or train schedule, plan a trip.
03.15 Compare different types of trade journals.
03.16 Debate the possible advantages a written message may have over a spoken one.
03.17 Compare and contrast different forms of written business communication as utilized in the workplace.
03.18 Write, edit, and revise a communication that could be used in the workplace so that it presents the information in a clear, correct, concise, complete, consistent, and courteous manner.
03.19 Describe uses and importance of a sales slip.
03.20 Create a sales slip.
03.21 Describe an invoice and its purpose.
03.22 Create an invoice.
03.23 Explain how sales slips and invoices help companies keep track of inventory.

04.0   DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING MATHEMATICAL SKILLS--The student will be able to:

04.15   Interpret quantitative information from tables, charts, and graphs as related to the workplace.
04.16   Compute ratios and percentages as related to the workplace.
04.17   Calculate distance, weight, area, volume, and/or time problems as related to the workplace.
04.18   Determine costs, time, and resources needed to complete a task within the workplace.
04.19   Use an advertisement to determine the total cost of several items with different quantities.

05.0   DEFINE, DEMONSTRATE, AND MAINTAIN PERSONAL HYGIENE AND HEALTH--The student will be able to:

05.06   Plan a menu that includes all the major food groups.
05.07   Identify available counseling and community services.
05.08   Recognize need for preventive medical practices.
05.09   Identify the physiological and social implications of personal hygiene practices.
05.10   Demonstrate knowledge of basic first aid for self-care.

06.0   DEFINE, DEMONSTRATE, AND MANAGE PERSONAL FINANCES--The student will be able to:

06.06   Prepare and periodically revise a monthly budget by comparing income and expenses, evaluating current spending habits, and making necessary adjustments to meet objectives.
06.07   Compare and contrast various financial institutions.
06.08   Explain uses of electronic banking.
06.09   Complete savings and checking account applications.
06.10   Identify procedures for making deposits and withdrawals.
06.11   Write checks, complete a check register, and reconcile a bank statement.
06.12   Create an original check.
06.13   Describe the importance of meeting financial obligations.

07.0   DEFINE, DEMONSTRATE, AND EVALUATE LEADERSHIP SKILLS--The student will be able to:

07.08   Demonstrate how positive leadership characteristics can assist an individual.
07.09   Demonstrate the capacity to accept responsibility.
07.10   Demonstrate effective team building skills.
07.11   Evaluate benefits of teamwork.
07.12   Demonstrate techniques to lead a team in developing its mission and goals.

08.0   DEFINE, DEMONSTRATE, AND ASSESS TECHNIQUES TO MAINTAIN PROFESSIONALISM--The student will be able to:

08.08   Demonstrate ability to take direction, accept constructive criticism, and adjust behavior to fit the dynamics of a situation.
08.09   Define "ethics" as applicable to the workplace.
08.10   Establish a personal code of ethics.
08.11   Explain importance of maintaining quality standards, regular work habits, and pride in work accomplished.
08.12   Demonstrate ability to work cooperatively in a group to resolve challenges and make decisions.
08.13   Identify how individuals from diverse backgrounds offer unique contributions.

09.0   DEFINE, DEMONSTRATE, AND ASSESS COGNITIVE SKILLS--The student will be able to:

   09.09   Explain the steps involved in decision-making.
   09.10   Identify the process involved in problem-solving.
   09.11   Develop an action plan for solving problems and making decisions using critical thinking skills.
   09.12   Identify strategies for building self-esteem and enhancing decision-making skills.
   09.13   Demonstrate knowledge of the planning process.

10.0   DEFINE, DEMONSTRATE, AND ASSESS INTERPERSONAL AND INTRAPERSONAL SKILLS--The student will be able to:

   10.15   Demonstrate the ability to offer and accept constructive criticism.
   10.16   Identify areas where personal change and adjustment may be necessary.
   10.17   Exhibit open-mindedness towards ideas and opinions different from your own.

11.0   DEFINE, DEMONSTRATE, AND ASSESS PROFICIENCY IN APPLYING TECHNICAL SKILLS--The student will be able to:

   11.06   Identify types of technical equipment available to perform communication and computational functions.
   11.07   Understand how technological systems function.
   11.08   Recognize impact of technological change on tasks and workers.

12.0   DEFINE, DEMONSTRATE, AND EVALUATE UNDERSTANDING OF ECONOMIC AND ENTREPRENEURIAL PRINCIPLES--The student will be able to:

   12.01   Define economy, free enterprise, producers, consumers, and marketplace.
   12.02   Debate why prices fluctuate as a result of supply and demand, production costs, and competition.
   12.03   Explain the impact of unemployment and underemployment on the economy.
   12.04   Define entrepreneur and entrepreneurship.
   12.05   Evaluate available types of business opportunities compatible with your skills and career interests.
   12.06   List advantages and disadvantages of entrepreneurship.
   12.07   Identify the behaviors and attitudes commonly found in entrepreneurs.
   12.08   Explain the primary means of going into business.
   12.09   Describe the different legal forms of business ownership.
   12.10   Identify key factors in selecting a business location.
   12.11   Compare and contrast owning a business with being an employee.

13.0   DEFINE, DEMONSTRATE, AND ASSESS IMPORTANCE OF DETERMINING CAREER OPTIONS--The student will be able to:

   13.08   Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities.
   13.09   Evaluate personal strengths and weaknesses in relation to the selected occupational area.
   13.10   Explain the influence of life roles on career choice.
   13.11   Analyze changes occurring in the workplace.
   13.12   Identify and locate local employment agencies and web-based job search sites.

13.13   Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning.

Course Number: 8301630
Course Title: Work Experience 3
Course Credit: 1

COURSE DESCRIPTION:

This course is designed for the third year returning Work Experience student and will provide remediation when needed.

01.0   DEFINE, DEMONSTRATE, AND ASSESS JOB SEEKING AND EMPLOYABILITY SKILLS--The student will be able to:

01.31   Create and maintain an employability portfolio demonstrating awareness of personal abilities, interests, and skills as they relate to seeking employment.
01.32   Participate in a job shadowing experience.

02.0   DEFINE, IDENTIFY, AND DEMONSTRATE SAFETY ISSUES RELATED TO THE WORKPLACE--The student will be able to:

02.21   Define Occupational Safety and Health Administration (OSHA), Workers' Compensation, and ergonomics.
02.22   List and explain the three priorities in an emergency (airway, breathing, circulation).
02.23   Explain the types of damage done by fires, earthquakes, hurricanes, and tornadoes.

03.0   DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING COMMUNICATION SKILLS--The student will be able to:

03.24   Demonstrate ability to listen using strategies that improve understandings and performances on the job.
03.25   Demonstrate and interpret several examples of body language.
03.26   Comprehend and give oral instructions in a business-like manner.
03.27   Demonstrate ability to listen to different group members' ideas and ask questions.
03.28   Explain the purpose and importance of a business vision/mission statement.
03.29   Define company image.
03.30   Explain concept of positioning.
03.31   Define customer service and explain its importance.

04.0   DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING MATHEMATICAL SKILLS--The student will be able to:

04.20   Calculate the areas of surface and complete an accurate estimate of the cost of materials for covering those surfaces.
04.21   Use ratios, proportions, and a scale to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan.
04.22   Explain the "Renter's Rule."
04.23   List the costs associated with buying a home.
04.24   Explain the "Banker's Rule."
04.25   Identify several different types of home mortgage loans.

04.0   DEFINE, DEMONSTRATE, AND MAINTAIN PERSONAL HYGIENE AND HEALTH--The student
        will be able to:

05.11   Identify responsible sexual behavior.
05.12   Describe AIDS, how it is transmitted, and its consequences.
05.13   Describe the effects of contracting a sexually transmitted disease (STD).
05.14   Identify the risks and effects of tobacco, alcohol, and drugs.
05.15   Identify agencies and facilities for the promotion and maintenance of public hygiene,
        health, and mental wellness.

06.0   DEFINE, DEMONSTRATE, AND MANAGE PERSONAL FINANCES--The student will be able to:

06.14   Identify the costs of owning and operating an automobile.
06.15   Explain advantages and disadvantages of using credit.
06.16   Explain how installment plans work.
06.17   Explain importance of being an informed consumer.
06.18   Compare the costs of renting versus buying shelter.
06.19   Analyze a rental lease.
06.20   Complete a rental application.
06.21   Evaluate personal insurance needs: health, home, renters, fire, auto, life.

07.0   DEFINE, DEMONSTRATE, AND EVALUATE LEADERSHIP SKILLS--The student will be able to:

07.13   Identify methods of delegating work.
07.14   Define and participate in brainstorming.
07.15   Demonstrate ability to negotiate, to resolve conflict through peer mediation, to handle
        stress, to deal with undesirable behavior in others, to share in task accomplishment, and
        to build positive working relationships with others.
07.16   Demonstrate effective negotiation skills.

08.0   DEFINE, DEMONSTRATE, AND ASSESS TECHNIQUES TO MAINTAIN PROFESSIONALISM--
        The student will be able to:

08.14   Demonstrate ways to improve service to internal and external customers.
08.15   Identify ways to develop and improve skills and traits important to the job and to the
        organization.
08.16   Role-play types and methods of dealing with peer pressure.
08.17   Demonstrate self-control when minimum direction and supervision are provided.
08.18   Debate importance of planning to meet deadlines.
08.19   Maintain quality standards, regular work habits, and pride in one's work.

09.0   DEFINE, DEMONSTRATE, AND ASSESS COGNITIVE SKILLS--The student will be able to:

09.14   Demonstrate ability to think creatively and generate new ideas.
09.15   Demonstrate the ability to conduct a systematic analysis of personal strengths and
        weaknesses.
09.16   Analyze managerial skills necessary for decision making in different work related
        situations.

10.0   DEFINE, DEMONSTRATE, AND ASSESS INTERPERSONAL AND INTRAPERSONAL SKILLS--
        The student will be able to:

10.18   Demonstrate appropriate etiquette.
10.19   Practice stress management techniques.

10.20   Demonstrate loyalty to the team and show commitment to the team's growth and improvement.
10.21   Help fellow team members accomplish their tasks.

11.0   DEFINE, DEMONSTRATE, AND ASSESS PROFICIENCY IN APPLYING TECHNICAL SKILLS--The student will be able to:

11.09   Select equipment appropriate for a particular task.
11.10   Practice procedures for set up, operation, and maintenance of equipment.
11.11   Demonstrate ability to accept, learn, and work with technological change.
11.12   Apply a variety of technical skills to projects.

12.0   DEFINE, DEMONSTRATE, AND EVALUATE UNDERSTANDING OF ECONOMIC AND ENTREPRENEURIAL PRINCIPLES--The student will be able to:

12.12   Determine resources needed to produce a given product or provide a specific service while considering such factors as finance, materials, human, information/technology, natural, and facility.
12.13   Describe the way in which government is involved in the economy.
12.14   Explain the purpose of computing the Gross Domestic Product (GDP).
12.15   Explain the purpose of the Consumer Price Index (CPI).
12.16   Cite characteristics of the free enterprise system.

13.0   DEFINE, DEMONSTRATE, AND ASSESS IMPORTANCE OF DETERMINING CAREER OPTIONS--The student will be able to:

13.14   Identify sources of financial assistance for postsecondary education and training.
13.15   Describe the requirements and procedures for obtaining different types of financial assistance.
13.16   Discuss the role of professional organizations in workforce development.
13.17   Describe apprenticeship programs.
13.18   Develop an education and career plan.

Course Number: 8301640
Course Title: Work Experience 4
Course Credit: 1

COURSE DESCRIPTION:

This course is designed for the fourth year returning Work Experience students and will provide remediation when needed.

02.0 <u>DEFINE, IDENTIFY, AND ANALYZE SAFETY ISSUES RELATED TO THE WORKPLACE</u>--The student will be able to:

02.24 Create a map designating emergency exits and evacuation routes for a business.
02.25 Explain the importance of CPR and emergency first aid training.

03.0 <u>DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING COMMUNICATION SKILLS</u>--The student will be able to:

03.32 Analyze magazine, newspaper, web, TV, and radio advertisements for effectiveness.
03.33 Design an effective magazine, newspaper, web, TV, or radio advertisement.
03.34 Determine the purpose of a business report.
03.35 Collect information from various sources and arrange the information in a logical order.
03.36 Make an outline of a business report.
03.37 Write a business report.
03.38 Present a business report orally to a group.
03.39 Demonstrate strong communication skills including oral, written, listening, and computer skills, as well as the ability to interpret and communicate job-related information
03.40 Demonstrate communication skills involved in negotiating a reasonable compromise and consensus.

04.0 <u>DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING MATHEMATICAL SKILLS</u>--The student will be able to:

04.26 Compute payments for purchases of items, including comparing and computing regular price, discount rate, and sale price.
04.27 Use elapsed time to determine date of payment.
04.28 Read maps and compute distances.
04.29 Compute travel fares and hotel expenses.
04.30 Find the exchange rate between the U.S. dollar and a variety of foreign currencies.
04.31 Compute cost of car rentals and parking charges.
04.32 Compare time in different time zones.
04.33 Calculate flight times between different time zones.
04.34 Demonstrate how to complete an expense account form.
04.35 Explain personal allowances, withholding, dependents, exemptions, and deductions per the Internal Revenue Service.
04.36 Complete a 1040A and a 1040 federal income tax form.

05.0 <u>DEFINE, DEMONSTRATE, AND MAINTAIN PERSONAL HYGIENE AND HEALTH</u>--The student will be able to:

05.16 Develop a plan for a life-long exercise program.
05.17 Develop a plan for eating nutritionally balanced meals.

06.0   <u>DEFINE, DEMONSTRATE, AND MANAGE PERSONAL FINANCES</u>--The student will be able to:

06.22   Explain the difference between simple and compound interest.
06.23   Explain the "Rule of 72."
06.24   Define stock, share, bond, profit, loss, shareholder, and dividend.
06.25   Discuss role of New York Stock Exchange, NASDAQ, and day trading.
06.26   Design a stock certificate.
06.27   Evaluate various retirement programs and investment options.

07.0   <u>DEFINE, DEMONSTRATE, AND EVALUATE LEADERSHIP SKILLS</u>--The student will be able to:

07.14   Complete an individual project.
07.15   Participate in school activities and in service projects in the classroom, the school, and/or the community.
07.16   Demonstrate effective interpersonal skills required for providing leadership and working with and for others of different backgrounds.

08.0   <u>DEFINE, DEMONSTRATE, AND ASSESS TECHNIQUES TO MAINTAIN PROFESSIONALISM</u>--The student will be able to:

08.20   Dramatize global interpretations of professionalism.

09.0   <u>DEFINE, DEMONSTRATE, AND ASSESS COGNITIVE SKILLS</u>--The student will be able to:

09.17   Gather and use data and other information to identify causes of problems and develop appropriate strategies for solutions.
09.18   Identify and analyze the rule or principle underlying the relationship between two or more objects for use in future applications.
09.19   Illustrate how the ability to learn is a lifelong skill.

10.0   <u>DEFINE, DEMONSTRATE, AND ASSESS INTERPERSONAL AND INTRAPERSONAL SKILLS</u>--The student will be able to:

10.22   Demonstrate ability to work with individuals from different cultures.
10.23   Explain importance of being socially flexible and receptive to new ideas.

11.0   <u>DEFINE, DEMONSTRATE, AND ASSESS PROFICIENCY IN APPLYING TECHNICAL SKILLS</u>--The student will be able to:

11.13   Use technology and other tools to solve problems, collect data, and make decisions.
11.14   Demonstrate skill in understanding and using technological information.
11.15   Demonstrate awareness of impact of both current and emerging technology on life roles, life styles, and careers.
11.16   Discuss problems resulting from the increasing use of technology.

12.0   <u>DEFINE, DEMONSTRATE, AND EVALUATE UNDERSTANDING OF ECONOMIC AND ENTREPRENEURIAL PRINCIPLES</u>--The student will be able to:

12.17   Compare and contrast various economic systems.
12.18   Explain the circular flow of economic activity.
12.19   Describe how economic trade-offs affect decisions in the workplace.
12.20   Define, compare, and contrast "cost of living raises" and "merit raises."
12.21   Analyze concepts of supply and demand, diminishing returns, and opportunity cost.

13.0   DEFINE, DEMONSTRATE, AND ASSESS IMPORTANCE OF DETERMINING CAREER OPTIONS--The student will be able to:

13.19   Discuss sex equity in terms of career choice.
13.20   Assess differences in wages, annual income, and job opportunities based on geographic location, gender, ethnicity, and age.
13.21   Explain the process for obtaining school transcripts.
13.22   Demonstrate ability to make career decisions based on self-awareness and an awareness of various career clusters and occupations.
13.23   Assess and use information to develop a lifelong career plan and identify problems that may interfere with the plan.
13.24   Assess plan for gaining mentors and obtaining knowledge of opportunities for continuing education, cross-training, retraining, and additional certification and degrees.

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Diversified Career Technology
Program Type: Job Preparatory
Occupational Area: Diversified Education
Components: Occupational Completion Points - 3

	Secondary	PSAV
Program Number:	**8303000**	**D886100**
CIP Number:	1098.8610CP	1098.8610CP
Grade Level**:**	9-12, 30, 31	30, 31
Length**:**	Multiple credits	Multiple hours
Certification:	COOR DCT @4 @7	COOR DCT @4 @7
	COOP TEACH @7	COOP TEACH @7
	TEACH CDE @7	TEACH CDE @7
	SPECLIZ TC $7	SPECLIZ TC $7
	ANY VOCATIONAL	ANY VOCATIONAL
	FIELD OR COVERAGE/	FIELD OR COVERAGE/
	TC COOP ED E G	TC COOP ED E G
Facility Code:	221	221
CTSO:	CECF	CECF
Co-op Method:	Yes	Yes
Basic Skills		
Math		9
Language		9
Reading		9

I.   **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to provide students with "student-centered" (as opposed to "teacher-centered") selected occupational skills through employment related instruction and paid, on-the-job training supervised by an employer and a teacher/coordinator. This method of delivery enables students to develop a variety of workplace competencies and transferable skills as well as develop students who will be motivated, self-disciplined individuals; caring, responsible, life-long learners; flexible and committed to technical competence; and skillful at social interactions, leadership, and problem-solving.

Employment related instruction is in-school instruction which develops competencies in health, safety, and environmental issues; professional, legal, and ethical issues; finance; leadership; communication; labor and human resources; economics; entrepreneurship; career planning; technology; management; and technical and production skills.

Supervised on-the-job training provides opportunities for planned instructional activities and student evaluations in a specified job setting. A student may not enroll in DCT-OJT (8300410) without previous completion of or concurrent enrollment in either DCT Principles or DCT Applications. DCT Principles does not require enrollment in a concurrent OJT course. However, at least one credit in OJT must be completed to enable the student to reach the first OCP. The student must be paid for work performed.

Listed below is the sequence of courses and three occupational completion points that comprise this program when offered at the secondary level:

          8303010 Diversified Career Technology Principles
          8300410 Diversified Career Technology – OJT

OCCUPATIONAL COMPLETION POINTS - DATA CODE: A through Y

A	Amusement and Recreation Attendant	O	68014A
B	Automobile Detailer, Basic	T	915.687-034
C	Automobile Services Assistor	T	620.684-014
D	Bus Person	I	Industry Title
E	Cashier, Retail	O	49023A
F	Child Care Provider	O	68038
G	Combined Food Preparation and Service Worker	O	65041
H	Computer Operator	O	56011
I	Cook, Restaurant	O	65026
J	Counter & Rental Clerk	O	49017
K	Customer Service Clerk	T	299.367-010
L	Gardener and Groundskeeper	O	79030B
M	General Office Clerk	O	55347
N	Maintenance Repairer, General	O	85132
O	Medical Assistants	O	66005
P	Salesperson, Retail	O	49011
Q	Stock Clerk, Retail	O	49021
R	Waiters/Waitresses	O	65008A
S	Warehouse Stock Clerk	O	58023
T	First Line Supervisor, Clerical	O	51002A
U	First Line Supervisor, Hospitality	O	61099C
V	First Line Supervisor, Sales	O	41002
Y	Other Occupations	I	Industry Title

8303020 Diversified Career Technology Applications
OCCUPATIONAL COMPLETION POINT - DATA CODE: A through Y (see list)

8303030 Diversified Career Technology Management
OCCUPATIONAL COMPLETION POINT - DATA CODE: A through Y (see list)

II. **LABORATORY ACTIVITIES:** In school laboratory activities are an integral part of this program. Equipment and supplies should be provided to enhance hands-on experiences for the students. Those laboratory activities provided through on-the-job training are an integral part of this program. The supervised experience is to be governed by a training agreement and an individualized training plan signed by the employer, teacher/coordinator, student, and parent/guardian. The training plan shall include a diverse list of instructional objectives, on-the-job skills, and in-school learning experiences. The workstation should reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The employer will evaluate the student's job performance of the instructional objectives and competencies each grading period.

It is highly recommended that for every 20 students (or portion thereof) enrolled in DCT-OJT, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan is highly recommended.

III. **SPECIAL NOTES:** Cooperative Education Clubs of Florida (CECF) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and technical student organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to complete this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently through Vocational Preparatory Instruction (VPI). Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a career and technical class with modifications to curriculum framework, the particular outcomes and student performance standards which the student must master to earn credit must be specified on an individual basis. The job or jobs for which the student is being trained should be reflected in the student's desired outcome statement on the Transition Individual Educational Plan (Transition IEP).

SCANS Competencies: Instructional strategies for this program 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 tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities, higher-order critical thinking skills, and problem-solving, technical, and literacy skills.

To be transferable statewide between institutions, this program/course must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific program or course articulation agreements with each other.

When offered at the postsecondary adult vocational level, this program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F. S.

Equipment List: A generic equipment list is available for this program upon request.

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

OCCUPATIONAL COMPLETION POINT - DATA CODE: A through Y (**See** list in MAJOR CONCEPTS/CONTENT)

01.0 Demonstrate knowledge and application of workplace employability skills. [Student Performance Standards: 01.01 through 01.16]
02.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues. [Student Performance Standards: 02.01 through 02.12]
03.0 Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities. [Student Performance Standards: 03.01 through 03.12]
04.0 Demonstrate, apply, and implement knowledge of financial skills and planning. [Student Performance Standards: 04.01 through 04.10]
05.0 Demonstrate, apply, and implement leadership skills. [Student Performance Standards: 05.01 through 05.09]
06.0 Demonstrate, apply, and implement proficiency in communication skills. [Student Performance Standards: 06.01 through 06.13]

07.0 Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment. [Student Performance Standards: 07.01 through 07.07]

08.0 Demonstrate an understanding of national and international economic principles. [Student Performance Standards: 08.01 through 08.08]

09.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals. [Student Performance Standards: 09.01 through 09.10]

10.0 Demonstrate an understanding and application of technology in the workplace. [Student Performance Standards: 10.01 through 10.06]

11.0 Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations. [Student Performance Standards: 11.01 through 11.12]

13.0 Demonstrate competencies in a specific career. [Student Performance Standards: 13.01 through 13.10]

14.0 Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities. [Student Performance Standards: 14.01 through 14.07]

15.0 Perform designated recordkeeping skills**.** [Student Performance Standards: 15.01 through 15.04]

OCCUPATIONAL COMPLETION POINT - DATA CODES: A through Y (**See** list in MAJOR CONCEPTS/CONTENT)

Intended outcomes of the first OCP must be completed previously or concurrently. After completing the following additional competencies, the student will have achieved a second occupational completion point and be able to:

01.0 Demonstrate knowledge and application of workplace employability skills. [Student Performance Standards: 01.17 through 01.21]

02.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues. [Student Performance Standards: 02.13 through 02.17]

03.0 Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities. [Student Performance Standards: 03.13 through 03.20]

04.0 Demonstrate, apply, and implement knowledge of financial skills and planning. [Student Performance Standards: 04.11 through 04.18]

05.0 Demonstrate, apply, and implement leadership skills. [Student Performance Standards: 05.10 through 05.15]

06.0 Demonstrate, apply, and implement proficiency in communication skills. [Student Performance Standards: 06.14 through 06.20]

07.0 Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment. [Student Performance Standards: 07.08 through 07.17]

08.0 Demonstrate an understanding of national and international economic principles. [Student Performance Standards: 08.09 through 08.15]

09.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals. [Student Performance Standards: 09.11 through 09.16]

10.0 Demonstrate an understanding and application of technology in the workplace. [Student Performance Standards: 10.07 through 10.11]

11.0 Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations. [Student Performance Standards: 11.13 through 11.25]

12.0 Demonstrate and apply an understanding of entrepreneurship principles. [Student Performance Standards: 12.01 through 12.12]
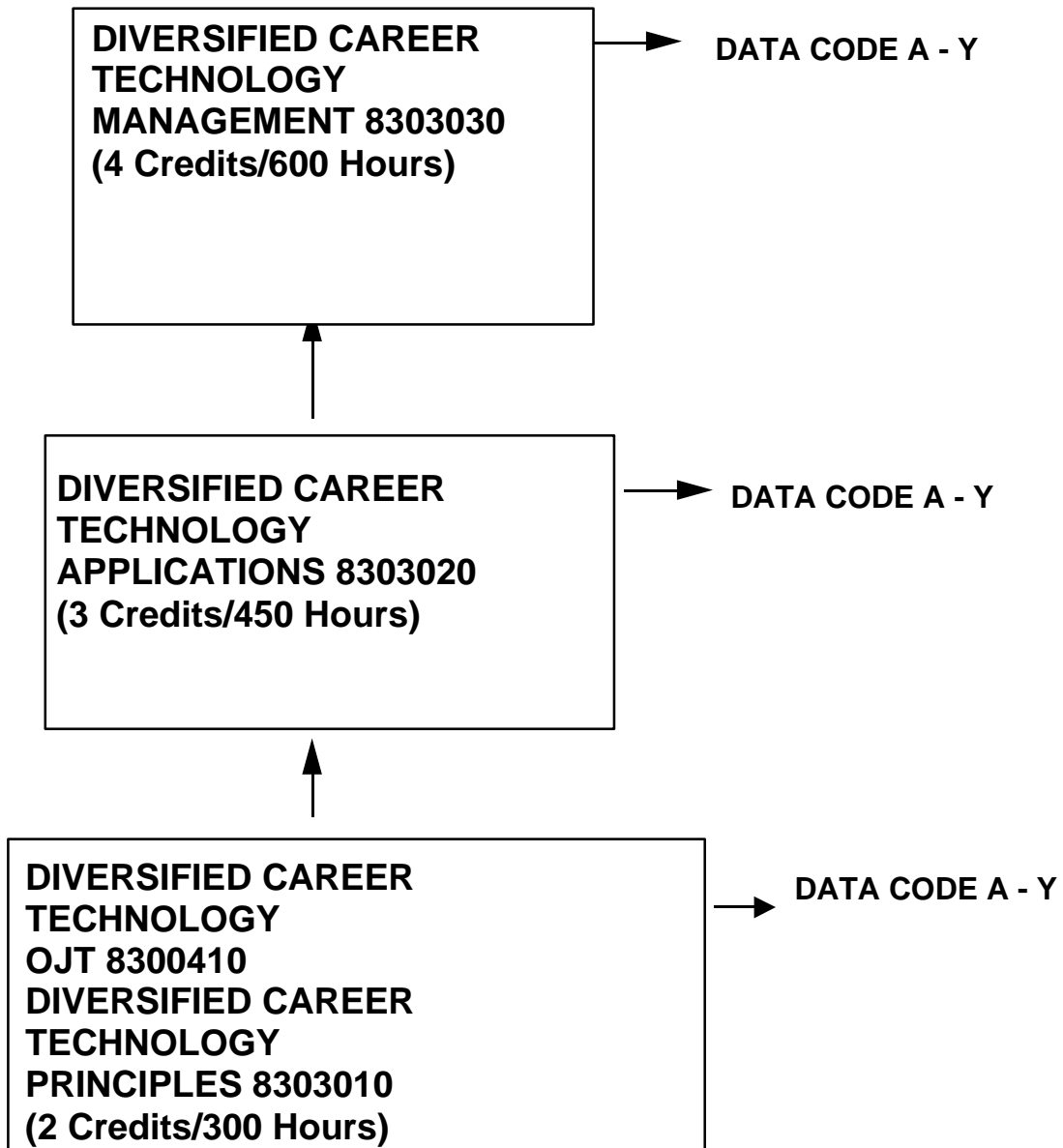
OCCUPATIONAL COMPLETION POINT - DATA CODES: A through Y (**See** list in MAJOR CONCEPTS/CONTENT)

Intended outcomes of the first and second OCPs must be completed previously or concurrently. After completing the following additional competencies, the student will have achieved a third occupational completion point and be able to:

01.0 Demonstrate knowledge and application of workplace employability skills. [Student Performance Standards: 01.22 through 01.30]

02.0 Demonstrate, apply, and implement knowledge of environmental, health, and safety issues. [Student Performance Standards: 02.18 and 02.19]

03.0 Demonstrate, apply, and implement an understanding of professional, legal, and ethical responsibilities. [Student Performance Standards: 03.21 and 03.22]

04.0 Demonstrate, apply, and implement knowledge of financial skills and planning. [Student Performance Standards: 04.19 through 04.23]

05.0 Demonstrate, apply, and implement leadership skills. [Student Performance Standards: 05.16 and 05.17]

06.0 Demonstrate, apply, and implement proficiency in communication skills. [Student Performance Standards: 06.21 through 06.23]

07.0 Demonstrate knowledge of human resources and labor issues as well as the social, legal, and economic aspects of employment. [Student Performance Standards: 07.18 through 07.21]

08.0 Demonstrate an understanding of national and international economic principles. [Student Performance Standards: 08.16 through 08.20]

10.0 Demonstrate an understanding and application of technology in the workplace. [Student Performance Standards: 10.12 through 10.22]

11.0 Demonstrate an understanding of the role of management and marketing in the decision making process for different work situations. [Student Performance Standards: 11.26 through 11.45]

12.0 Demonstrate and apply an understanding of entrepreneurship principles. [Student Performance Standard: 12.13]

The following diagram illustrates the program structure:

DIVERSIFIED CAREER TECHNOLOGY
8303000/D886100/1098.8610CP

DIVERSIFIED CAREER TECHNOLOGY MANAGEMENT 8303030 (4 Credits/600 Hours) → **DATA CODE A - Y**

DIVERSIFIED CAREER TECHNOLOGY APPLICATIONS 8303020 (3 Credits/450 Hours) → **DATA CODE A - Y**

DIVERSIFIED CAREER TECHNOLOGY OJT 8300410 DIVERSIFIED CAREER TECHNOLOGY PRINCIPLES 8303010 (2 Credits/300 Hours) → **DATA CODE A - Y**

Course Number: 8303010
Course Title: Diversified Career Technology Principles
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace. A first Occupational Completion Point will be met upon completion of DCT <u>Principles</u> and one credit of DCT OJT - Data Codes: A through Y (**see** Major Concepts/Content for list).

01.0   DEMONSTRATE KNOWLEDGE AND APPLICATION OF WORKPLACE EMPLOYABILITY SKILLS--The student will be able to:

    01.01   Identify resources used in a job search (e.g., newspaper, Internet, networking).
    01.02   Discuss importance of drug tests and criminal background checks in identifying possible employment opportunities.
    01.03   Identify steps of the job application process including arranging for references and proper documentation (e.g., green card).
    01.04   Identify procedures and documents required when applying for a job (e.g., application, W-4, I-9).
    01.05   Prepare a resume (electronic and traditional), letter of application, follow-up letter, acceptance/rejection letter, letter of resignation, and letter of recommendation.
    01.06   Demonstrate appropriate dress and grooming for employment.
    01.07   Demonstrate effective interviewing skills (behavioral).
    01.08   Describe methods for handling illegal interview and application questions.
    01.09   Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA).
    01.10   Identify positive work attitudes and behaviors such as honesty, compassion, respect, responsibility, fairness, trustworthiness, and caring.
    01.11   Describe importance of producing quality work and meeting performance standards.
    01.12   Identify qualities typically required for promotion (e.g., productivity, dependability, responsibility).
    01.13   Identify how to prepare for job separation and re-employment.
    01.14   Write a job description that includes the responsibilities of an entry-level position.
    01.15   Prepare a classified ad for an entry-level position.
    01.16   Create a list of interview questions for an entry-level position.

02.0   DEMONSTRATE, APPLY, AND IMPLEMENT KNOWLEDGE OF ENVIRONMENTAL, HEALTH, AND SAFETY ISSUES--The student will be able to:

    02.01   Identify health and safety regulatory agencies responsible for overseeing the work environment and the functions they perform (e.g., OSHA, EPA).
    02.02   Describe importance of complying with federal, state, and local agency regulations.
    02.03   Explain purpose of Workers' Compensation.
    02.04   Identify types of hazards in the workplace.
    02.05   Describe types of personal protective equipment.
    02.06   Describe necessary emergency evacuation procedures.
    02.07   Identify hazardous chemicals and their characteristics.

02.08 Define meaning of "drug-free workplace."
02.09 Identify causes of accidents on the job (e.g., human error).

02.10 Identify routine security precautions in the workplace.
02.11 Report on violence in the workplace.
02.12 Identify basic safety training techniques to deal with medical emergencies in the workplace.

03.0 DEMONSTRATE, APPLY, AND IMPLEMENT AN UNDERSTANDING OF PROFESSIONAL, LEGAL, AND ETHICAL RESPONSIBILITIES--The student will be able to:

03.01 Describe workplace codes of professional/business conduct.
03.02 Identify ways to work cooperatively in various settings with diverse populations.
03.03 Explain importance of self-control and initiative when minimum direction and supervision are given.
03.04 Explain concepts of integrity, credibility, and reliability.
03.05 Demonstrate such interpersonal skills as courtesy, loyalty, and being a team player.
03.06 Define and discuss issues involving gender equity, disability, age, and sexual harassment.
03.07 Demonstrate importance of adhering to schedules and deadlines.
03.08 Define ethics and describe several ethical situations that could arise within a school or workplace setting.
03.09 Identify and define friendliness, adaptability, empathy, and politeness as relates to group settings.
03.10 Identify key ways a company can benefit its community.
03.11 Describe importance of volunteerism.
03.12 Describe importance of providing access for the physically challenged.

04.0 DEMONSTRATE, APPLY, AND IMPLEMENT KNOWLEDGE OF FINANCIAL SKILLS AND PLANNING--The student will be able to:

04.01 Compute and compare gross pay, net pay, overtime pay, and specific payroll deductions.
04.02 Compute different methods of monetary compensation (e.g., annual salary, hourly wages, commission, piecework).
04.03 Prepare a month's budget based on income and expenses.
04.04 Describe importance of long-term personal financial planning.
04.05 Evaluate various investment opportunities for financial growth.
04.06 Calculate exemptions, deductions, and taxable income and use tax tables to prepare a federal income tax form.
04.07 Describe importance of maintaining an accurate checkbook balance.
04.08 Compare personal insurance costs using a variety of deductibles and coverages.
04.09 Identify, compare, and contrast a variety of available housing options.
04.10 Perform mathematical calculations appropriate to a specific occupation (e.g., ratios, proportions, scales).

05.0 DEMONSTRATE, APPLY, AND IMPLEMENT LEADERSHIP SKILLS--The student will be able to:

05.01 Describe qualities of an effective leader.
05.02 Describe different methods of leadership.
05.03 Identify opportunities available for development of leadership skills in a career and technology student organization.
05.04 Demonstrate use of workplace etiquette.
05.05 Demonstrate use of parliamentary procedure.
05.06 Identify purposes and functions of professional/trade and student organizations.
05.07 Identify roles and responsibilities of organization members.

05.08   Develop a list of qualities necessary for being an effective team player.
05.09   Work cooperatively within a group to achieve organizational goals.

06.0   DEMONSTRATE, APPLY, AND IMPLEMENT PROFICIENCY IN COMMUNICATION SKILLS--
The student will be able to:

06.01   Explain importance of effective written and verbal communication.
06.02   Read and comprehend written communications.
06.03   Compare and contrast different forms of written business communication as utilized in the workplace
06.04   Prepare a business letter, memorandum, fax, and e-mail.
06.05   Identify and utilize methods to improve oral communication skills.
06.06   Prepare and deliver an introductory speech to an audience.
06.07   Identify and utilize methods to improve listening strategies.
06.08   Identify means of nonverbal communication.
06.09   Demonstrate proper businesslike methods of placing/receiving telephone calls and recording telephone messages.
06.10   Demonstrate ability to listen to and follow directions.
06.11   Discuss importance of developing networking skills to expand business contacts.
06.12   Discuss importance of providing clear directions, descriptions, and explanations.
06.13   Demonstrate ability to locate, understand, and interpret information found in contracts, trade journals, manuals, graphs, schedules, charts, diagrams, tables of contents, indexes, labels, and Internet resources.

07.0   DEMONSTRATE KNOWLEDGE OF HUMAN RESOURCES AND LABOR ISSUES AS WELL AS THE SOCIAL, LEGAL, AND ECONOMIC ASPECTS OF EMPLOYMENT--The student will be able to:

07.01   Explain importance of a written job description.
07.02   Describe various work schedules (e.g., flex scheduling).
07.03   Describe workplace usage of teams to increase productivity and product quality.
07.04   Identify and discuss the role of the employee as a team member.
07.05   Describe employee recognition systems for individuals and teams.
07.06   Compare advantages and disadvantages of self-employment (independent contractor) and employment by a company.
07.07   Explain the change in the role and purpose of labor unions from their inception in the early 1900's to the present day.

08.0   DEMONSTRATE AN UNDERSTANDING OF NATIONAL AND INTERNATIONAL ECONOMIC PRINCIPLES--The student will be able to:

08.01   Explain principles of America's economic system.
08.02   Describe government's involvement in the economy.
08.03   Identify and describe economic impact of employment.
08.04   Explain interaction between supply and demand and its effect on the economy.
08.05   Analyze and discuss the role of Social Security.
08.06   Discuss impact of the economy on the stock market and private enterprise.
08.07   Discuss examples of how the economy impacts business and industry.
08.08   Describe elements and economic implications of the consumer price index (CPI).

9.0   ASSESS PERSONAL STRENGTHS AND WEAKNESSES AS THEY RELATE TO JOB OBJECTIVES, CAREER EXPLORATION, PERSONAL DEVELOPMENT, AND LIFE GOALS--The student will be able to:

09.01   Identify job skills and personal characteristics necessary for career success.

09.02   Identify high skill/high wage occupations requiring specialized training with growth potential for future employment.
09.03   Explain relationship between life roles and job and career roles.
09.04   Differentiate between traditional and non-traditional career options.
09.05   Explain how changes in one's personal and professional life affect career decisions.
09.06   Explain importance of updating occupational skills and knowledge through continued education and training and the use of learning-to-learn techniques.
09.07   Describe steps involved in planning for education, career, and life goals.
09.08   List sources of career information.
09.09   Complete and analyze a personal traits inventory and use the results to select a career goal.
09.10   Match desires, abilities, temperaments, and assets to a career goal.

10.0   <u>DEMONSTRATE AN UNDERSTANDING AND APPLICATION OF TECHNOLOGY IN THE WORKPLACE</u>--The student will be able to:

10.01   Identify types of technology used in the workplace.
10.02   Describe applications of technology in the workplace.
10.03   Identify emerging technologies and market trend changes.
10.04   Discuss ethical issues involving use of technology.
10.05   Describe importance of acquiring, analyzing, and managing information efficiently and effectively.
10.06   Discuss importance of cross-training.

11.0   <u>DEMONSTRATE AN UNDERSTANDING OF THE ROLE OF MANAGEMENT AND MARKETING IN THE DECISION MAKING PROCESS FOR DIFFERENT WORK SITUATIONS</u>--The student will be able to:

11.01   Describe roles, functions, levels, and types of managers.
11.02   Discuss evolution of management from the Industrial Revolution to current philosophies and theories.
11.03   Identify a variety of management styles.
11.04   Cite examples of how workers adjust to different management styles.
11.05   Identify a variety of corporate organizational structures.
11.06   Identify how a corporate "chain of command" works.
11.07   Describe significance of a company's "corporate culture."
11.08   Describe importance of achieving internal and external customer satisfaction.
11.09   Identify examples of how cultural diversity can affect the workplace.
11.10   List reasons why written policies are needed in the workplace.
11.11   Discuss role of ethics and morality in management.
11.12   Describe how a company's marketing efforts can effect employees and customers.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8303020
Course Title: Diversified Career Technology Applications
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to enable each student to apply environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial management skills; leadership skills; social, legal, and economic aspects of employment; international economic principles; components of a business plan; decision-making skills to life and career goals; technical skills; and the functions of management. After successful completion of DCT Principles, DCT OJT, and DCT Applications, students will have met a second Occupational Completion Point - Data Codes: A through Y (**see** Major Concepts/Content for list).

01.0 DEMONSTRATE KNOWLEDGE AND APPLICATION OF WORKPLACE EMPLOYABILITY SKILLS--The student will be able to:

01.17 Develop a detailed strategy for applying for a job in a specific career.
01.18 Create a portfolio of employment opportunities for a specific career (e.g., newspaper, Internet, magazines).
01.19 Create a portfolio of documents for job placement (e.g., resume, letters of recommendation, employer evaluations, awards, evidence of participation in school, community, volunteer activities).
01.20 Explain importance of understanding corporate policy.
01.21 Explain importance of staying up-to-date on social, technical, and economic changes.

02.0 DEMONSTRATE, APPLY, AND IMPLEMENT KNOWLEDGE OF ENVIRONMENTAL, HEALTH, AND SAFETY ISSUES--The student will be able to:

02.13 Demonstrate knowledge of types of industrial wastestreams and treatments (e.g., air emissions, hazardous wastes, recycling programs).
02.14 Analyze safety and health precautions of a business.
02.15 Identify potentially hazardous situations and apply appropriate solutions.
02.16 Develop an action plan for participating in a health and recreation program.
02.17 Explain importance of CPR and emergency first aid training.

03.0 DEMONSTRATE, APPLY, AND IMPLEMENT AN UNDERSTANDING OF PROFESSIONAL, LEGAL, AND ETHICAL RESPONSIBILITIES--The student will be able to:

03.13 Analyze and discuss codes of ethics for a workplace.
03.14 Describe self-management techniques in both work and life roles.
03.15 Describe methods used to encourage both ethical and social responsibility in an organization.
03.16 Describe why the public's perception of a company is important.
03.17 Report on a legal issue regarding a violation of ethical behavior using current resources.
03.18 Identify an example of how a political decision can effect standard business practices.
03.19 Describe importance of an EAP (Employee Assistance Program).
03.20 Describe a will, health-care power of attorney, and living will.

04.0 DEMONSTRATE, APPLY, AND IMPLEMENT FINANCIAL SKILLS AND PLANNING--The student will be able to:

04.11   Identify and analyze various financial data located in current publications.
04.12   Compute and discuss a variety of business-related financial calculations (e.g., payroll, interest rates, profit margins).

04.13   Develop a cash flow projection of personal income and expenses.
04.14   Identify various types of contracts (e.g., lease agreement, contract for purchase of real estate, bank loan application).
04.15   Demonstrate knowledge of investing via a simulation activity (e.g., stocks, real estate, collectibles, IRA).
04.16   Identify types of insurance applicable to the workplace.
04.17   Describe importance of accounting in a business.
04.18   Describe advantages and disadvantages to a business of granting credit.

05.0   DEMONSTRATE, APPLY, AND IMPLEMENT LEADERSHIP SKILLS--The student will be able to:

05.10   Create and communicate a vision/mission statement for a student organization.
05.11   Demonstrate ability to use creative problem solving, decision making, and critical thinking strategies.
05.12   Demonstrate effective team building skills.
05.13   Demonstrate respect for opinions, customs, and individual differences of others.
05.14   Participate in a community or school service project.
05.15   Develop a public relations strategy to communicate the positive community impact of cooperative education.

06.0   DEMONSTRATE, APPLY, AND IMPLEMENT PROFICIENCY IN COMMUNICATION SKILLS--The student will be able to:

06.14   Design personal and business letterhead, memo, and fax forms.
06.15   Interview and prepare a vitae of a community leader or business person.
06.16   Evaluate a speech or sales presentation, identifying effective communication techniques.
06.17   Identify obstacles to communication.
06.18   Deliver a speech using visual aids.
06.19   Demonstrate effective negotiation skills.
06.20   Demonstrate conflict and dispute resolution techniques.

07.0   DEMONSTRATE KNOWLEDGE OF HUMAN RESOURCES AND LABOR ISSUES AS WELL AS THE SOCIAL, LEGAL AND ECONOMIC ASPECTS OF EMPLOYMENT--The student will able to:

07.08   Describe training and development programs available in the workplace.
07.09   Demonstrate an understanding of the business environment (e.g., corporate culture, goals, values).
07.10   Describe the importance of cultural sensitivity.
07.11   Define, compare, and contrast several company policies regarding raises and promotions.
07.12   Compare and contrast roles and responsibilities of the union-member employee and the non-union manager.
07.13   Explain impact of worker productivity, downsizing, rightsizing, outsourcing, contract employment, layoffs, etc., in terms of recent trends in employment.
07.14   Analyze current labor market, its structure, its constituents, its level of unemployment and underemployment.
07.15   Define risk management in terms of employer liability.
07.16   Describe differences between today's typical employee benefit package and that of 25 years ago.
07.17   Discuss the collective bargaining process and the issues negotiated between management and labor.

08.0 DEMONSTRATE AN UNDERSTANDING OF NATIONAL AND INTERNATIONAL ECONOMIC PRINCIPLES--The student will be able to:

08.09 List, describe, and compare the characteristics of selected global economic systems.
08.10 List, describe, and compare the characteristics of diverse cultures and their impact on business.
08.11 Identify reasons for and methods of promoting international trade.
08.12 Explain term "balance of trade" and its impact on a country's economy.

08.13 Describe circular flow of economic activity.
08.14 Identify environmental and social problems associated with economic growth.
08.15 Identify, describe, and analyze role of regulatory agencies.

09.0 ASSESS PERSONAL STRENGTHS AND WEAKNESSES AS THEY RELATE TO JOB OBJECTIVES, CAREER EXPLORATION, AND PERSONAL DEVELOPMENT, AND LIFE GOALS--The student will be able to:

09.11 Prepare a five-year education and career development plan.
09.12 Prepare a five-paragraph essay on a specific career.
09.13 Interview and create a report on the career goals of an entry-level and of a management level employee.
09.14 Analyze relationship between career planning and goal attainment.
09.15 Shadow a professional in a specific career.
09.16 Maintain a journal on specific career-related experiences.

10.0 DEMONSTRATE AN UNDERSTANDING AND APPLICATION OF TECHNOLOGY IN THE WORKPLACE--The student will be able to:

10.07 Prepare a document using database software.
10.08 Prepare a document using spreadsheet software.
10.09 Produce a report, which includes graphs, charts, and/or tables.
10.10 Evaluate a specific company's policy for insuring security and protection of computerized data.
10.11 Compare and contrast emerging technologies.

11.0 DEMONSTRATE AN UNDERSTANDING OF THE ROLE OF MANAGEMENT AND MARKETING IN THE DECISION MAKING PROCESS FOR DIFFERENT WORK SITUATIONS--The student will be able to:

11.13 Explain impact on and uses of the Internet in marketing products and services.
11.14 Describe differences between horizontally and vertically (traditionally) organized companies.
11.15 Describe how a company organizes its departments/divisions.
11.16 Differentiate between roles and responsibilities of top executives and those of lower-level managers.
11.17 Identify and describe the four basic categories of resources management is responsible for coordinating (e.g., human, financial, material, information).
11.18 Name and define functions of management (e.g., planning, organizing, staffing, directing, controlling).
11.19 Analyze management techniques used by effective managers.
11.20 Identify, compare, and contrast various employee motivational programs.
11.21 Explain how motivation, leadership, and communication influence people within an organization.
11.22 Describe methods used in training and development.
11.23 Discuss importance of a manager's philosophy of management in creating a positive work environment.

11.24   Discuss role and importance of a performance appraisal.
11.25   Identify key components of a company's "mission statement."

12.0   DEMONSTRATE AND APPLY AN UNDERSTANDING OF ENTREPRENEURSHIP PRINCIPLES--The student will able to:

12.01   Define entrepreneurship and explain its role in the free enterprise system.
12.02   Identify various types of business ownership and list the advantages and disadvantages of each.
12.03   Identify and discuss the personality traits and abilities of a successful entrepreneur (e.g., versatility, adaptability).
12.04   Interpret meaning of achievement motivation and the importance of independence to the entrepreneur.

12.05   Identify risks affecting the entrepreneur.
12.06   Identify strategies and methods for generating a business idea.
12.07   Identify principles of marketing, selling, financing, and pricing pertinent to entrepreneurship.
12.08   Identify steps necessary to plan and start a business (e.g., evaluate need, site selection, marketing plan, financial plan, management plan).
12.09   Identify resources available to assist the new entrepreneur (e.g., Small Business Administration (SBA), Service Corp. of Retired Executives(SCORE)).
12.10   Identify types and sources of government regulations and taxes that may affect a business.
12.11   Identify communication and technology skills used in entrepreneurship.
12.12   Compare business failure/success rates in different industries.

Course Number: 8303030
Course Title: Diversified Career Technology Management
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to enable each student to implement competency and mastery in the areas of employability (human resource); environmental, health, and safety; professional, legal and ethical workplace responsibilities; financial planning; leadership skills; communication skills; labor and human resource issues related to the workplace; global and economic issues; a business plan; employability skills related to life and career goals; managerial/supervisory uses of technology; the five functions of management; the role of the manager; and technical and production skills. After successful completion of DCT Principles, DCT OJT, DCT Applications, and DCT Management, students will have met a third Occupational Completion Point - Data Codes: A through Y (**see** Major Concepts/Content for list).

01.0   DEMONSTRATE KNOWLEDGE AND APPLICATION OF WORKPLACE EMPLOYABILITY SKILLS--The student will be able to:

   01.22   Network with individuals in a specific career field and report findings.
   01.23   Write a job description, which includes the responsibilities of a managerial position.
   01.24   Prepare a classified ad for a managerial level position.
   01.25   Develop a list of criteria to evaluate applicant resumes.
   01.26   Prepare a form letter for a specific business listing application procedures for employment.
   01.27   Create a list of interview questions for a managerial-level position.
   01.28   Create an evaluation measurement tool to be used to rate applicants.
   01.29   Develop a company policy outlining dress and grooming standards.
   01.30   Create an evaluation form to rate employee performance.

02.0   DEMONSTRATE, APPLY, AND IMPLEMENT KNOWLEDGE OF ENVIRONMENTAL, HEALTH, AND SAFETY ISSUES--The student will be able to:

   02.18   Prepare a safety plan and checklist for a small business.
   02.19   Create a map designating emergency exits and evacuation routes for a small business.

03.0   DEMONSTRATE, APPLY, AND IMPLEMENT AN UNDERSTANDING OF PROFESSIONAL, LEGAL, AND ETHICAL WORKPLACE RESPONSIBILITIES--The student will be able to:

   03.21   Develop a code of ethics for a workplace.
   03.22   Develop an outline explaining the role of an EAP (Employee Assistance Program) representative and list the services he/she might provide.

04.0   DEMONSTRATE, APPLY, AND IMPLEMENT KNOWLEDGE OF FINANCIAL SKILLS AND PLANNING--The student will be able to:

   04.19   Prepare an analysis of a current business utilizing its annual report.
   04.20   Identify sources of funding for a business.
   04.21   Describe how a company estimates and bids for a contract.
   04.22   Describe importance of cost containment in a company.
   04.23   Evaluate insurance needs for a specific business.

05.0 <u>DEMONSTRATE, APPLY, AND IMPLEMENT LEADERSHIP SKILLS</u>--The student will be able to:

05.16 Plan, implement, and evaluate a fund raising event.
05.17 Develop, implement, and evaluate a public relations project (e.g., student organization function, school-wide project, community project).

06.0 <u>DEMONSTRATE, APPLY, AND IMPLEMENT PROFICIENCY IN COMMUNICATION SKILLS</u>--The student will be able to:

06.21 Create a presentation using current technology.
06.22 Create a measurement tool for evaluating telephone communications.
06.23 Develop a company policy regarding employee use of company telecommunications (e.g., fax, e-mail, Internet).

07.0 <u>DEMONSTRATE KNOWLEDGE OF HUMAN RESOURCES AND LABOR ISSUES AS WELL AS THE SOCIAL, LEGAL, AND ECONOMIC ASPECTS OF EMPLOYMENT</u>--The student will be able to:

07.18 Design an employee compensation schedule and benefits package.
07.19 Compute economic value of a company paid benefit package.
07.20 Create a job rotation schedule for a specific company.
07.21 Develop a vision/mission statement for a company.

08.0 <u>DEMONSTRATE AN UNDERSTANDING OF NATIONAL AND INTERNATIONAL ECONOMIC PRINCIPLES</u>--The student will be able to:

08.16 Analyze current events concerning issues relevant to international business.
08.17 Compute exchange rates and buying power of various foreign currencies including the Euro.
08.18 Explain impacts of the aging populations of Western countries and the rapidly growing populations of developing countries.
08.19 Discuss economic effects of the rate of growth in developed and developing nations.
08.20 Explain movement toward globalization and the reasons behind this economic trend.

10.0 <u>DEMONSTRATE AN UNDERSTANDING AND APPLICATION OF TECHNOLOGY IN THE WORKPLACE</u>--The student will be able to:

10.12 Demonstrate uses of equipment to communicate instructions to employees.
10.13 Demonstrate uses of equipment to process information (e.g., 10-key, electronic cash register, OCR scanner, financial calculator, computer).
10.14 Research and compare currently available software packages.
10.15 Create an employee database to be used for scheduling and payroll.
10.16 Create a customer/client database (e.g., mail merge, labels).
10.17 Create a project using an integrated software package.
10.18 Create a presentation utilizing a multimedia software package.
10.19 Demonstrate methods of using trouble-shooting techniques for technology-related problems.
10.20 Determine costs, time, and resources needed to complete a task within the workplace.
10.21 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs to create, revise, retrieve, and verify information.
10.22 Analyze a "quality improvement process" for labor and/or equipment.

11.0 <u>DEMONSTRATE AN UNDERSTANDING OF THE ROLE OF MANAGEMENT AND MARKETING IN THE DECISION MAKING PROCESS FOR DIFFERENT WORK SITUATIONS</u>--The student will be able to:

11.26 Identify and describe steps in the planning process.
11.27 Define Management by Objectives (MBO).
11.28 Develop an organization chart to illustrate line and staff relationships.
11.29 Identify how to plan personnel needs and how to find employees for specific positions.
11.30 Explain how a self-managing team interacts in manufacturing and service corporations (e.g., marketing, operations, finance, and human resources).
11.31 Describe responsibilities for selecting, training, and appraising employees.
11.32 Describe uses and effects of "job rotation," "job enlargement," "job enrichment," and "participative management."

11.33 Identify steps for avoiding difficulties resulting from delegation.
11.34 Define principles of "chain of command" and "span of control."
11.35 Justify importance of accountability.
11.36 Evaluate one theory of management and discuss its implementation in a particular workplace.
11.37 Develop an outline explaining the role of the manager in conflict management.
11.38 Design a potential management conflict resolution strategy for a specific workplace problem.
11.39 Develop an employee motivational program for an organization.
11.40 Evaluate effect of profit and loss on a business and how it affects the manager's productivity rating.
11.41 Explain Total Quality Management (TQM) and the strategy of continuous improvement.
11.42 Differentiate between data processing and management information systems (MIS).
11.43 Analyze types of data and reports utilized by supervisors and managers.
11.44 Analyze data, draw conclusions, and present recommendations.
11.45 Identify federal, state, and local government regulations with which management should be familiar.

12.0 DEMONSTRATE AND APPLY AN UNDERSTANDING OF ENTREPRENEURSHIP PRINCIPLES--The student will be able to:

12.13 Formulate a business plan to include a marketable product or service, a marketing management plan, a personnel management plan, a financial management plan, and an executive summary.

APPENDIX B

DIVERSIFIED EDUCATION

GLOSSARY

THE SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS

FIVE COMPETENCIES:
Resources: Identifies, organizes, plans, and allocates resources

A. **Time - Selects goal relevant activities, ranks them, allocates time, and prepares and follows schedules**

B. **Money - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives**

C. **Material and Facilities - Acquires, stores, allocates, and uses materials or space efficiently**

D. **Human Resources - Assesses skills and distributes work accordingly, evaluates performance, and provides feedback**

Interpersonal: Works with others

A. **Participates as Member of a Team - contributes to group effort**

B. **Teachers Others New Skills**

C. **Serves Clients/Customers - works to satisfy customers' expectations**

D. **Exercises Leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies**

E. **Negotiates - works toward agreements involving exchanges of resources, resolves divergent interests**

F. **Works with Diversity - works well with men and women from diverse backgrounds**

Information: Acquires and uses information

A. **Acquires and Evaluates Information**

B. **Organizes and Maintains Information**

C. **Interprets and Communicates Information**

D. **Uses Computers to Process Information**

Systems: Understands complex inter-relationships

A. **Understands Systems - knows how social, organizational, and technological systems work and operates effectively with them**

B. **Monitors and Corrects Performance - distinguishes trends, predicts impacts on system operations, diagnoses systems' performance, and corrects malfunctions**

C. **Improves or Designs Systems - suggests modifications to existing systems and develops new or alternative systems to improve performance**

Technology: Works with a variety of technologies

A. **Selects Technology - chooses procedures, tools, or equipment including computers and related technologies**

B. **Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment**

C. **Maintains and troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies**

THREE FOUNDATIONS:
Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. **Reading - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules**

B. **Writing - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts**

C. **Arithmetic/Mathematics - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical**

   techniques.

D. **Listening - receives, attends to, interprets, and responds to verbal messages and other cues**

E. **Speaking - organizes ideas and communicates orally**

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. **Creative Thinking - generates new ideas**

B. **Decision Making - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative**

C. **Problem Solving - recognizes problems and devises and implements plan of action**

D. **Seeing Things in the Mind's Eye - organizes, and processes symbols, pictures, graphs, objects, and other information**

E. **Knowing How to Learn - uses efficient learning techniques to acquire and apply new knowledge and skills**

F. **Reasoning - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem**

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. **Responsibility - exerts a high level of effort and perseveres toward goal attainment**

B. **Self-Esteem - believes in own self-worth and maintains a positive view of self**

C. **Sociability - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings**

D. **Self-Management - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control**

E. **Integrity/Honesty - chooses ethical courses of action**

Appendix C

Requirements for
Braille Textbook Production

INSTRUCTIONS FOR PREPARING COMPUTER DISKETTES REQUIRED FOR AUTOMATED BRAILLE TEXTBOOK PRODUCTION

STATUTORY AUTHORIZATION

Section 233.0561(5), Florida Statutes, states that, "...any publisher of a textbook adopted pursuant to the state instructional materials adoption process shall furnish the Department of Education with a computer file in an electronic format specified by the Department at least 2 years in advance that is readily translatable to Braille and can be used for large print or speech access. Any textbook reproduced pursuant to the provisions of this subsection shall be purchased at a price equal to the price paid for the textbook as adopted. The Department of Education shall not reproduce textbooks obtained pursuant to this subsection in any manner that would generate revenues for the department from the use of such computer files or that would preclude the rightful payment of fees to the publisher for use of all or some portion of the textbook."

OBJECTIVE

Electronic text (etext) is needed to accelerate the production of textbooks in Braille and other accessible formats through the use of translation software. Some embedded publisher formatting commands help speed the conversion of English text to Braille or other accessible formats. Therefore, the objective of these instructions is to prompt publishers to provide textbook data in a format that will be useful to Braille and other accessible format producers while at the same time allowing each publisher the flexibility of using existing composition or typesetting systems. Publishers may produce etext files in one of three formats, as shown in the specifications below.

By April 1, 1998, publishers of adopted student textbooks for literary subjects must be able to provide the computer diskettes **UPON REQUEST**. Publishers shall provide nonliterary subjects when technology becomes available for the conversion of nonliterary materials to the appropriate format.

The requested computer diskettes shall be provided to the Florida Instructional Materials Center for the Visually Impaired (FIMC), 5002 North Lois Avenue, Tampa, Florida 33614; (813) 872-5281; in Florida WATS (800) 282-9193 or (813) 872-5284 (FAX). The center will contact each publisher of an adopted textbook and provide delivery instructions.

SPECIFICATIONS

FORMAT (Three Options):	a. A full implementation of Standard Generalized Markup Language (SGML). b. XML-Extensible Markup Language c. ASCII – (Last Resort!)
2. OPERATING SYSTEM:	Windows
3. DISKETTE SIZE:	3.5, CD, Zip100
4. DISKETTE CAPACITY:	Double-sided/high density
5. DISKETTE LABELING:	a. Sequential Number/ISBN b. Book Title c. File Name d. Name of Publisher e. Name of Typesetting Company/Contact Name f. Format Option and Version g. Copyright Date h. Wording such as: "All rights reserved. As described in Chapter 233.0561(5), Florida Statutes, no use may be made of these diskettes other than the creating of a Braille, Large Print, or Recorded version of the materials contained on this diskette for students with visual impairments in the State of Florida."
6. REQUIRED CONTENTS:	a. Title Page b. List of Consultants and Reviewers (if appropriate) c. Table of Contents d. All Textbook Chapters e. All Appendices f. All Glossaries g. Indices
7. FILE STRUCTURE:	Each chapter of a textbook will be formatted as a separate file.
8. FILE LIST:	A separate file listing the structure of the primary files must be provided. This file should be labeled DISKLIST TEXT. In addition, all special instructions (e.g., merging of materials kept in a separate file) should be noted in this file.
9. LOCATION OF SPECIAL DATA	Marginal notes, footnotes, captions, and other special items must be placed consistently within each text file.
10. CORRECTIONS AND CHANGES	A conscientious effort should be made to update files to exactly duplicate the adopted printed version of the textbook (including corrections and changes). If this cannot be accomplished in a timely and cost effective manner, the publisher will coordinate with the FIMC Supervisor and provide to the Supervisor one set of marked tearsheets of all corrections and changes not included in the files.