# Florida Department of Education

# Curriculum Framework

## Course/Program Title: Enter Proposed Program Title

## Course/Program Type: Orientation/Exploratory

## Career Cluster: Enter Career Cluster

| **Secondary – Middle School** |
| --- |
| Course/Program Number |  |
| CIP Number | Enter proposed (6-digit) CIP |
| Grade Level | Enter proposed grade level |
| Course/Program Length | Enter proposed length |
| Teacher Certification | Refer to the **Course/Program Structure** section. |
| CTSO | Enter CTSO short title, if applicable |
| CTE Program Resources  | <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml> |

### Purpose

The purpose of this course/program is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Enter Career Cluster career cluster. The content includes but is not limited to Enter information, if applicable. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

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

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

### Course/Program Structure

This program is a planned sequence of instruction consisting of Enter proposed number course(s). \*Keep this statement, if Applicable

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters. \*Keep this statement for semester length courses only.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the middle school course/program structure:

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number** | **Course Title** | **Teacher Certification** | **Length** |
|  | Enter Proposed First Course Title | Enter | Enter |
|  | Enter Proposed Second Course Title | Enter | Enter |
|  | Enter Proposed Third Course Title | Enter | Enter |

To add rows use the (+) that appears when you hover mouse on the left of table

### Standards

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

1. Enter Standard #1
2. Enter Standard #2
3. Enter Standard #3
4. Enter Standard #4
5. Enter Standard #5
6. Enter Standard #6
7. Enter Standard #7
8. Enter Standard #8

# Florida Department of Education

# Student Performance Standards

## Course Title: Enter Proposed First Course Title

## Course Number:

## Course Length: Semester or Year

## Course Description:

Briefly describe the course.

| **CTE Standards and Benchmarks** |
| --- |
| 1. Enter Standard #1
 |
| * 1. Enter Benchmark #1
 |
| * 1. Enter Benchmark #2
 |
| * 1. Enter Benchmark #3
 |
| * 1. Enter Benchmark #4
 |
| 1. Enter Standard #2
 |
| * 1. Enter Benchmark #1
 |
| * 1. Enter Benchmark #2
 |
| * 1. Enter Benchmark #3
 |
| * 1. Enter Benchmark #4
 |

To add rows use the (+) that appears when you hover mouse on the left of table

# Florida Department of Education

# Student Performance Standards

## Course Title: Enter Proposed Additional Course Title-if applicable

## Course Number:

## Course Length: Semester or Year

## Course Description:

Briefly describe the course.

|  |
| --- |
| 1. Enter Standard #3
 |
| * 1. Enter Benchmark #1
 |
| * 1. Enter Benchmark #2
 |
| * 1. Enter Benchmark #3
 |
| * 1. Enter Benchmark #4
 |
| 1. Enter Standard #4
 |
| * 1. Enter Benchmark #1
 |
| * 1. Enter Benchmark #2
 |
| * 1. Enter Benchmark #3
 |
| * 1. Enter Benchmark #4
 |

To add rows use the (+) that appears when you hover mouse on the left of table

# Additional Information

### Laboratory Activities

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

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SI.1

English Language Development (ELD) Standards Special Notes:

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

### Special Notes

 Enter Special Notes, if applicable

### Career and Technical Student Organization (CTSO)

Enter CTSO long title (short title)(if applicable) is/are the co-curricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student’s Individual Educational Plan (IEP) or 504 plan or postsecondary student’s accommodations’ plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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