

Florida Department of Education
Curriculum Framework

Program Title: Interior Design Services
Program Type: Career Preparatory
Career Cluster: Arts, A/V Technology and Communication

Secondary – Career Preparatory

Program Number	8506500
CIP Number	0450040803
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	FCCLA
SOC Codes (all applicable)	27-1029 – Designers, All Other 41-2031 – Retail Salespersons
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

The purpose of this program is to prepare students for initial employment or continued study in the Interior Design/Decorating industry.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency; includes competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, broad transferable skills and the knowledge and demonstration of the following aspects of the residential design and decoration industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

Program Structure

This program is a planned sequence of instruction consisting of four (4) courses.

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

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
8506405	Design Services Core	APPRL MFG ϕ 7 @7 G FAM CON SC 1 FASH TECH 7G HME EC OCC ϕ 7 INT DES 7G TAILORING ϕ 7 TEC ED 1@2 ENG&TEC ED1@2	1 credit	41-2031	2	PA
8506540	Principles of Interior Design Services		1 credit	27-1029	2	PA
8506550	Interior Design Techniques		1 credit	27-1029	2	PA
8506560	Interior Design Specialist		1 credit	27-1029	3	PA

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

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 01.0 Demonstrate leadership and organizational skills.
- 02.0 Demonstrate appropriate basic skills essential to working in design occupations.
- 03.0 Identify and exhibit employment skills.
- 04.0 Describe the relationship between human factors and design services.
- 05.0 Identify the characteristics and care of textiles.
- 06.0 Select and safely use tools and equipment.
- 07.0 Operate and maintain a conventional and/or commercial/industrial sewing machine.
- 08.0 Operate specialty machines (minimum of two machines, if available).
- 09.0 Select and prepare materials.
- 10.0 Construct a machine-sewn design project for inclusion in a design portfolio.
- 11.0 Develop a design portfolio.
- 12.0 Demonstrate the basic skills essential to working in interior design services occupations.
- 13.0 Identify employment opportunities in interior design services.
- 14.0 Identify and exhibit the employment skills required for occupations related to interior design services.
- 15.0 Demonstrate an understanding of the elements and principles of design.
- 16.0 Demonstrate sales techniques in interior design services.
- 17.0 Demonstrate an understanding of entrepreneurship.
- 18.0 Identify and describe components of the design process.
- 19.0 Research the effects of history and culture on interior design.
- 20.0 Demonstrate sketching and freehand drawing skills.
- 21.0 Demonstrate the ability to use interior design services software.
- 22.0 Explain how human, environmental, and ergonomic factors impact design solutions.
- 23.0 Demonstrate knowledge of rendering techniques for presentations.
- 24.0 Plan and develop a design project.
- 25.0 Identify and describe the different specialties related to interior design services.
- 26.0 Plan and develop a complete interior design project in the specialty area selected.
- 27.0 (Optional) Schedule and participate in an interior design services job shadowing experience.
- 28.0 Finalize a portfolio according to industry standards.

Florida Department of Education
Student Performance Standards

Course Title: Design Services Core
Course Number: 8506405
Course Credit: 1

Course Description:

This course is designed to develop competencies in areas of the interior design industry or fashion technology and design industry. This course includes essential basic skills for working in Interior Design Services, leadership and organizational skills, basic principles of design, textile characteristics and care, employability skills, relationship between human factors and interior design, the safe use of tools and equipment, and the selection of appropriate materials.

CTE Standards and Benchmarks	
01.0	Demonstrate leadership and organizational skills. The student will be able to:
01.01	Identify professional and youth organizations.
01.02	Identify the purposes and functions of professional and youth organizations.
01.03	Identify the roles and responsibilities of members.
01.04	Demonstrate cooperation as a group member to achieve organizational goals.
01.05	Demonstrate confidence in leadership roles and organizational responsibilities.
02.0	Demonstrate appropriate basic skills essential to working in design services occupations. The student will be able to:
02.01	Identify the knowledge, skills, and attitudes necessary to perform occupational tasks (e.g., email, phone, conversations with clients).
02.02	Demonstrate the communication competencies required to perform occupational tasks.
03.0	Identify and exhibit employment skills. The student will be able to:
03.01	Use the Internet to conduct a job search.
03.02	Research and synthesize information about an industry-related employment opportunity or advanced training opportunities; include information pertaining to local post-secondary educational programs and training opportunities.
03.03	Demonstrate proficiency in current technology and software related to the fashion design industry; create, revise, retrieve and verify information.

CTE Standards and Benchmarks

03.04 Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.

03.05 Demonstrate pride in the quality of work performed.

04.0 Describe the relationship between human factors and design services. The student will be able to:

04.01 Define the *elements* of design applicable to interior design (space, line, shape, form, texture, color).

04.02 Define the *principles* of design applicable to design (proportion, scale, balance, emphasis, rhythm, harmony).

04.03 Explain the impact of human factors (psychological, physiological, social) on decisions relating to design services processes.

04.04 Identify and describe the modifications necessary to accommodate individuals with special needs.

04.05 Identify and describe the impact of human needs and wants on the cost of design services and customized projects.

04.06 Identify and describe the importance of barrier-free design and accessibility related to design services.

04.07 Identify and describe the characteristics of interior spaces, furnishings, and garments.

04.08 Take accurate measurements to determine the correct size home furnishings items.

05.0 Identify the characteristics and care of textiles. The student will be able to:

05.01 Identify and describe fiber characteristics.

05.02 Identify and describe types of fabric construction (e.g., knitted, woven, tufted).

05.03 Identify and describe types of fabric finishes (e.g., dyed, printed, performance/quality enhancements).

05.04 Identify and describe different types of natural and manufactured textiles; identify the pros/cons, uses, and care of each type.

05.05 Identify the laws and regulations governing the textile industry; include labeling laws and care symbols.

06.0 Select and safely use tools and equipment. The student will be able to:

06.01 Identify the tools and equipment used in design services for sewing, cutting, measuring, fabric marking, and drafting.

06.02 Select the appropriate tools and equipment for assigned projects; explain why the selection is appropriate for the project.

06.03 Demonstrate proper and safe usage of tools and equipment.

06.04 Identify and demonstrate safety procedures for the use of conventional sewing machines and home sergers, and pressing equipment.

CTE Standards and Benchmarks

06.05	Explain the importance of observing Occupational Safety and Health Administration (OSHA) rules and regulations.
06.06	Clean and maintain various types of tools and equipment.
06.07	Keep an inventory record of tools, equipment, supplies, and materials using computer application software or other formatting options (e.g., written records).
06.08	Research innovations in materials and technologies that contribute to safeguards in the tools and equipment used in interior design services.
06.09	Identify and apply drafting tools and techniques to a specific design services project (e.g., architectural ruler, light box, protractor, floor plans to scale, one-point perspective).
07.0	Operate and maintain a conventional and/or commercial/industrial sewing machine. The student will be able to:
07.01	Identify the parts of a sewing machine.
07.02	Select the needles that appropriate for different fabric types; identify the process and demonstrate needle insertion.
07.03	Identify the steps and demonstrate threading a sewing machine.
07.04	Diagram and demonstrate the ability to wind the bobbin, thread the bobbin case, and insert the bobbin correctly into a sewing machine.
07.05	Demonstrate straight stitching.
07.06	Identify and demonstrate stitch length and width selection.
07.07	Demonstrate utility and decorative stitches.
07.08	Identify the tension and demonstrate tension adjustment.
07.09	Demonstrate cleaning and lubricating the machine following manufacturer's instructions.
08.0	Operate specialty machines (minimum of two machines, if available). The student will be able to identify and operate at least two of the following machines:
08.01	Electronic programmable machine.
08.02	Serger.
08.03	Pleater, ruffler foot, or gathering foot.
08.04	Blindstitch machine or blind hemming foot.
08.05	Straight stitch machine.
08.06	Chain stitch machine or five thread serger.

CTE Standards and Benchmarks

08.07 Cutting machine or electric cutting system.

08.08 Bar tack or programmable/computerized sewing machine.

08.09 Zigzag machine.

09.0 Select and prepare materials. The student will be able to:

09.01 Identify and match pattern pieces.

09.02 Read and interpret instructions and specifications.

09.03 Identify fabric content.

09.04 Prepare fabric.

09.05 Adjust patterns according to pattern/teacher instructions.

09.06 Lay out, pin, cut, and mark fabric according to a pattern or teacher instructions.

09.07 Demonstrate stay stitching and ease stitching.

09.08 Match grain lines and patterns according to a pattern or teacher instructions.

09.09 Mark fabric for assembly according to a pattern or teacher instructions.

09.10 Mark fabric for trims according to a pattern or teacher instructions.

09.11 Match thread with fabric.

09.12 Identify, select, and use content labels according to fabric requirements.

10.0 Construct a machine-sewn design project for inclusion in a design portfolio. The student will be able to:

10.01 Construct projects that include seaming, darts, interfacing, seam finishing, hemming, closures and pockets.

10.02 Line up notches, dots, or clips according to a pattern or teacher instructions.

10.03 Stitch on woven, stretch, or specialty fabrics using the appropriate stitch length.

10.04 Demonstrate correct pressing techniques by following fabric requirements.

10.05 Demonstrate machine hemming according to machine manual instructions.

CTE Standards and Benchmarks

11.0 Develop a design portfolio. The student will be able to:

11.01 Assemble a portfolio; include all work samples.

11.02 Assemble a Technical Sewing Samples binder.

11.03 Construct basic hand-stitching techniques (e.g., running, backstitch, overcast, blanket).

11.04 Demonstrate stay stitching and ease stitching.

11.05 Demonstrate straight seams, clean finish and other seam finishes; include common seam allowances (e.g., 1/4", 5/8").

11.06 Demonstrate hemming techniques (e.g., slip stitch, blind hem stitch).

**Florida Department of Education
Student Performance Standards**

Course Title: Principles of Interior Design Services
Course Number: 8506540
Course Credit: 1

Course Description:

This course is designed to further develop competencies in interior design services. This course includes the exploration of employment opportunities in interior design services, the basic skills essential to working in this industry, employability skills, the elements and principles of design, sales techniques, and an understanding of entrepreneurship.

CTE Standards and Benchmarks	
12.0	Demonstrate the basic skills essential to working in interior design services occupations. The student will be able to:
12.01	Identify the mathematics knowledge, skills, and attitudes necessary to perform occupational tasks.
12.02	Identify the scientific knowledge, skills, and attitudes necessary to perform occupational tasks.
12.03	Demonstrate math competencies necessary to perform occupational tasks.
12.04	Demonstrate scientific competencies necessary to perform occupational tasks.
12.05	Distinguish between mass production versus individual-specific design needs.
13.0	Identify employment opportunities in Interior Design Services. The student will be able to:
13.01	Identify occupations in interior design services (e.g., interior designer, interior decorator, architect, architectural drafter, architectural illustrator, model maker).
13.02	Identify personal skills and interests that relate to careers in interior design.
13.03	Identify the levels of training, degrees, and/or certifications required for occupations in interior design.
13.04	Identify the duties and responsibilities associated with occupations in interior design.
13.05	Identify ways to achieve career advancement in interior design occupations.
13.06	Identify career options in interior design (e.g., entrepreneurship, apprenticeship).
13.07	Analyze current trends as they relate to the future of occupations in interior design.

CTE Standards and Benchmarks

13.08 Identify earning and wage level options (entry level, mid-level, professional) for occupations in interior design.

14.0 Identify and exhibit the employment skills required for occupations related to interior design services. The student will be able to:

14.01 Identify and list documents that may be required to apply for a job (e.g., résumé, cover letter or letter of interest, portfolio).

14.02 Accurately complete a job application form.

14.03 Use role playing techniques to demonstrate competence in job interview procedures.

14.04 Identify and demonstrate appropriate responses to criticism from an employer, supervisor, co-worker, and/or client/customer.

14.05 Identify and demonstrate acceptable work habits, including a positive attitude.

14.06 Demonstrate knowledge of how to make job changes appropriately.

14.07 Identify and describe acceptable employee health and hygiene habits.

14.08 Demonstrate customer relations skills by synthesizing given instructions.

14.09 Develop and create a résumé and portfolio following a specified format.

15.0 Demonstrate an understanding of the elements and principles of design. The student will be able to:

15.01 Identify the elements of design (e.g., texture, pattern, line, form and shape, space, color, light) and explain how various effects can be achieved; present information in a written report, oral report, or demonstration.

15.02 Identify the principles of design (e.g., proportion, scale, balance, rhythm, emphasis, and harmony) and explain how they can be used effectively in interior design; present information in a written report, oral report, or demonstration.

15.03 Apply the elements and principles of design to an interior design project.

15.04 Develop a plan to apply color and color schemes to an interior design project.

15.05 Use the principles and elements of design to evaluate the merits of a design.

16.0 Demonstrate sales techniques in Interior Design Services. The student will be able to:

16.01 Identify, ask, and answer questions coherently and concisely.

16.02 Read and follow written instructions; listen to and follow oral instructions.

16.03 Give sales presentations orally and in writing.

16.04 Find information on sales products and services (e.g., associated costs, time of arrival for products, completion time of services, contracts, warranties, return policies).

CTE Standards and Benchmarks

16.05 Research and recommend products that meet the customer's needs and specifications.

16.06 Demonstrate appropriate computer and telecommunications skills.

16.07 Recognize the importance of a sense of responsibility and ethical behavior in the Interior Design Services industry.

17.0 Demonstrate an understanding of entrepreneurship. The student will be able to:

17.01 Define *entrepreneurship*.

17.02 Compare the advantages and disadvantages of business ownership in a written report or a presentation.

17.03 Identify and describe the characteristics and responsibilities of an entrepreneur.

Florida Department of Education
Student Performance Standards

Course Title: Interior Design Techniques
Course Number: 8506550
Course Credit: 1

Course Description:

This course is designed to further develop competencies in Interior Design Services. This course includes components of the design process, the effects of history and culture on design, sketching and freehand drawing, factors that impact design (human, environmental, ergonomic), rendering techniques, and the development of a design project.

CTE Standards and Benchmarks	
18.0	Identify and describe components of the design process. The student will be able to:
18.01	Recognize the steps in the design process.
18.02	Develop a flow chart that illustrates the steps in the design process (e.g., determine the need, brainstorm, design the brief, research, plan, fabricate, evaluate).
18.03	Prepare and present a demonstration of the design process.
19.0	Research the effects of history and culture on interior design. The student will be able to:
19.01	Identify design periods from 1900 to the present (e.g., Art Nouveau, Art Deco, Contemporary, Traditional, and Industrial).
19.02	Explain the influence of earlier design periods on contemporary design.
19.03	Describe the elements and principles of design as they relate to a particular time period/culture.
19.04	Select a design period and create a multimedia presentation.
20.0	Demonstrate sketching and freehand drawing skills. The student will be able to:
20.01	Demonstrate sketching and shading techniques.
20.02	Create mats or frames for the display of sketches and drawings.
20.03	Select and develop a design project using sketching and shading techniques to include in a portfolio.
21.0	Demonstrate the ability to use Interior Design Services software. The student will be able to:

CTE Standards and Benchmarks

21.01 Research and list software applications typically used in the interior design industry.

21.02 Identify and discuss the benefits of using software in the workplace.

21.03 Read and interpret a blueprint.

21.04 Evaluate floor plans for the purpose of interior décor and design.

21.05 Illustrate size and scale in a drawing.

22.0 Explain how human, environmental, and ergonomic factors impact design solutions. The student will be able to:

22.01 List human factors that could impact a design (e.g., location, climate, availability, cost, personal taste/style, and lifestyle).

22.02 Demonstrate knowledge of how the dimensions of the human body affect the outcome of a specific design project.

22.03 Plan and implement a design project by focusing on a specific human, environmental or ergonomic factor.

22.04 Examine the positive and negative effect a design concept has had on the environment.

23.0 Demonstrate knowledge of rendering techniques for presentations. The student will be able to:

23.01 Given established criteria, apply all learned rendering skills to create a high quality presentation (e.g., presentation board, model, slideshow).

24.0 Plan and develop a design project. The student will be able to:

24.01 Use established criteria to plan and report on a design project.

24.02 Calculate the measurements for a design project (e.g., area, size, and circumference).

24.03 Use drafting techniques to develop a design project.

Florida Department of Education
Student Performance Standards

Course Title: Interior Design Specialist
 Course Number: 8506560
 Course Credit: 1

Course Description:

This course is designed to further develop competencies in interior design. This course focuses on four specialty areas: kitchen and bath planning; floor, wall, and window treatments; furniture, lighting and accessories; and audiovisual and security systems. Students will select on one of those specialty areas and follow the performance standards for that area. Students will develop a design project and finalize and submit a portfolio.

CTE Standards and Benchmarks	
25.0	Identify and describe the different specialties related to interior design services. The student will be able to:
25.01	Identify future trends in interior décor and design.
25.02	Research, identify and describe the different job responsibilities of a kitchen and bath planner, a floor covering/window and wall treatment consultant, a furniture, lighting and accessory specialist, and an audiovisual and security system specialist.
Select one specialty area (listed below) and complete the student performance standards for that area:	
Kitchen and Bath	
25.03	Identify the principles and elements of kitchen and bath design.
25.04	Identify space-planning criteria used in kitchen and bath design.
25.05	Identify safety guidelines for the materials used in kitchen and bath design.
25.06	Analyze the fixtures, equipment, appliances, carpentry, cabinets, surfaces, finished materials, and mechanical and electrical systems used in kitchen and bath designs.
25.07	Research new trends in kitchen and bath design.
25.08	Demonstrate knowledge of kitchen and bath design relative to the total residential floor plan.
Floor, Window, and Wall Treatments	
25.09	Identify and describe the characteristics of different types of floor coverings (e.g., wood, ceramic tile, concrete/masonry, carpet).
25.10	List and compare the durability and maintenance factors for floor covering materials.

CTE Standards and Benchmarks

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| 25.11 | Develop criteria for the selection of floor coverings; include considerations of color, texture, type, style, pattern, client's lifestyle, energy conservation, and environmental safety. |
| 25.12 | Measure and calculate space and materials for a floor covering application based on the client's specifications. |
| 25.13 | Identify and describe the characteristics of different types of wall treatments. |
| 25.14 | Compare durability and maintenance factors for wall treatment materials. |
| 25.15 | Develop criteria for the selection of wall treatments; include considerations of color, texture, type, and style, pattern, client's lifestyle, energy conservation, and environmental safety. |
| 25.16 | Identify and describe different types and functions of windows and window treatments. |
| 25.17 | Categorize window treatments as drapery or non-drapery. |
| 25.18 | Identify and describe the characteristics of non-drapery window treatments. |
| 25.19 | Identify and describe the characteristics of fabrics used for window treatments. |
| 25.20 | Describe the characteristics of draperies and drapery headings. |
| 25.21 | Recognize different types and uses of hardware for window treatments. |
| 25.22 | Identify and describe different window treatment styles. |
| 25.23 | Compare durability and maintenance factors for window treatment materials. |
| 25.24 | Develop criteria for the selection of window treatments; include considerations of color, texture, type, style, pattern, client's lifestyle, energy conservation, and environmental safety. |
| 25.25 | Demonstrate knowledge of floor, window, and wall treatments as they relate to the total residential floor plan. |

Furniture, Lighting and Accessories

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| 25.26 | Identify and describe the historical characteristics of furniture styles. |
| 25.27 | Identify and describe the various methods of furniture construction. |
| 25.28 | Compare and contrast types of wood and illustrate comparisons in an informal presentation, written report, or computerized presentation. |
| 25.29 | Describe different types of wood finishes and the care required for each type. |
| 25.30 | Compare and contrast the synthetic fibers and materials (e.g., nylon, polyester, rayon, plastic) and the natural fibers and materials (e.g., cotton, paper, silk, wool, wood) used in furniture construction. |
| 25.31 | Identify and describe the appropriate accessories for a specific setting (e.g., home, office, function). |

CTE Standards and Benchmarks

25.32 Demonstrate groupings and the placement of furniture, lighting and accessories.

25.33 Identify and describe different types of lighting fixtures and lightbulbs.

25.34 Select and identify appropriate lighting for specific spaces; include general, task, and ambiance lighting; consider lifestyles and energy conservation specifications.

25.35 Demonstrate knowledge of furniture, lighting, and accessories relative to the total residential floor plan.

Audio Visual and Security Systems

25.36 Identify and select materials and finishes for environments requiring acoustic specifications (e.g., media room).

25.37 Develop criteria for the selection of audiovisual and security systems for specific spaces; consider lifestyle, energy conservation, local ordinances and state codes.

25.38 Demonstrate knowledge of audiovisual and security systems relative to the total residential floor plan.

26.0 Plan and develop a complete interior design project in the specialty area selected. The student will be able to:

26.01 Read and interpret a blueprint for a specified interior design project.

26.02 Plan and write a design project for a specified client profile; apply the elements and principles of design.

26.03 Calculate measurements for the design project (e.g., area, size, circumference).

26.04 Select the appropriate materials and products for the project.

26.05 Measure and calculate the materials needed for a client-specified project.

26.06 Estimate the number of products needed for the client's project.

26.07 Determine the client's budgetary limitations.

26.08 Estimate the cost required to implement the plan; evaluate the estimate in relation to the client's budget.

26.09 Create a presentation board and make an oral presentation to the client.

27.0 (Optional) Schedule and participate in interior design services job shadowing experience. The student will be able to:

27.01 Research persons working in the interior design services profession within the local area.

27.02 Synthesize and apply knowledge gained throughout the course of the program to write a formal report about the job shadowing experience.

28.0 Finalize a portfolio according to industry standards. The student will be able to:

CTE Standards and Benchmarks

28.01 Submit a professional portfolio; include all coursework samples from the program.

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.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

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

English Language Development (ELD) Standards Special Notes:

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

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: www.mycareershines.org.

Career and Technical Student Organization (CTSO)

Florida Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

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

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

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular course or a modified course. If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Additional Resources

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

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