

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: EXPLORATION OF PUBLIC SERVICE OCCUPATIONS
Occupational Area: Public Service Occupations

Secondary

Program Numbers	8900210
CIP Number	0743.9999ex
Grade Level	6-9
Standard Length	0.5 credits
Certification	TEC CONSTR @7 G TEC CHEM @7 G ANY PUBLIC SERV OCC ED G
Facility Code	260
CSO	FPSA, Inc.
Co-op Method	Yes
Apprenticeship	Yes

I. MAJOR CONCEPTS/CONTENT: The exploratory program course is designed to provide experiences to acquaint students with careers in public service occupations. The student completing the program course is not prepared for employment in a specific public service occupation. The program course at the exploratory level provides students the opportunity to examine the broad field of public service occupations, and to explore in greater detail information regarding specific employment opportunities available in the public service occupations.

The content should include, but not be limited to, the following career clusters: education and information services; natural resource management; public administration; social and economic services; urban, rural and community development; transportation industry; public safety, corrections and judicial services; national defense occupations. Basic computer literacy, employability skills, and leadership and human relation skills are an integral part of this program.

Reinforcement of basic skills in English, mathematics, reading and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

II. LABORATORY ACTIVITIES: Special projects that are related to each cluster are provided, i.e., role playing activities related to specific careers. Other activities for specific careers could be as follows: natural resources - development of topographical layouts; education and information services - develop and present mini lesson plans; public administration - mock legislative forums; social and economic services - develop a case study plan for a client using available community resources; urban, rural and

community development - design a zoning plan for development of a community; transportation industry - administer a written mini driver's examination; public safety - perform a police field interrogation.

- III. **SPECIAL NOTES:** Guest speakers from public service make an important contribution to the effectiveness of this program. Additional enrichment opportunity: all career clusters include many employment opportunities in the private sector, i.e., lawyers, security guards, asset loss managers, etc.

The Florida Public Service Association (FPSA), Inc. is the appropriate Career and Technical Student Organization (CTSO) for providing leadership training and reinforcing specific career and technical skills. CTSOs, 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, F.A.C.

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).

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Scans Competencies: To accomplish the Secretary's Commission on Achieving Necessary Skills (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 and higher-order thinking skills.

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

- 01.0 Describe the legal and ethical responsibilities of public service.
- 02.0 Describe the varied occupation opportunities available in the career clusters.
- 03.0 Identify the educational requirements for entry into specific occupations within the career clusters.

- 04.0 Discuss the general characteristics of Public Service Career Clusters.
- 05.0 State the fundamentals of employability skills.
- 06.0 Demonstrate computer literacy.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

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- 01.0 DESCRIBE THE LEGAL AND ETHICAL RESPONSIBILITIES OF PUBLIC SERVICE OCCUPATIONS--The student will be able to:
- 01.01 Define democracy.
 - 01.02 State three responsibilities and three rights of citizen of a democracy.
 - 01.03 Explain the purpose of laws and regulations.
 - 01.04 Describe how laws are enacted.
 - 01.05 Describe the major function of the three branches of the Federal/State governments.
- 02.0 DESCRIBE THE VARIED OCCUPATION OPPORTUNITIES AVAILABLE IN THE CAREER CLUSTERS--The student will be able to:
- 02.01 List at least three occupations for each of the career clusters.
 - 02.02 State the various agencies which might employ persons in the above occupations.
- 03.0 IDENTIFY THE EDUCATIONAL REQUIREMENTS FOR ENTRY INTO SPECIFIC PUBLIC SERVICE OCCUPATIONS WITHIN THE CAREER CLUSTERS--The student will be able to:
- 03.01 Describe the qualifications for the various entry levels of two selected occupational fields.
 - 03.02 Identify school subjects that will prepare for entry level employment in previously identified fields.
 - 03.03 Develop a long-range career plan for a selected occupation.
- 04.0 DISCUSS THE GENERAL CHARACTERISTICS OF PUBLIC SERVICE CAREER CLUSTERS--The student will be able to:
- 04.01 List at least three occupations for each of the career clusters.
 - 04.02 Discuss the characteristics of at least one of the occupations listed including the following factors: employment outlook, salary benefits, fringe benefits, working conditions, career advancement/mobility, licensure/certification requirements, and recommended qualifications.
 - 04.03 Describe safety habits applicable to three occupations.
- 05.0 STATE THE FUNDAMENTALS OF EMPLOYABILITY SKILLS--The student will be able to:
- 05.01 Define communication.
 - 05.02 List three basic components of communications (sender, message, receiver).
 - 05.03 Recognize and demonstrate verbal and nonverbal communication.
 - 05.04 Complete application for social security number.
 - 05.05 Complete basic job application.

- 05.06 Role-play a job interview.
- 05.07 Develop a healthy work attitude by following class rules and regulations.

06.0 DEMONSTRATE COMPUTER LITERACY--The student will be able to:

- 06.01 Define the following terms:
 - a. computer
 - b. data
 - c. input
 - d. output
 - e. hardware
 - f. software
 - g. languages
 - h. word processing and data processing
 - i. ROM memory and RAM memory
 - j. program
 - k. terminal
 - l. peripheral devices
 - m. keyboard characters
 - n. control
- 06.02 Operate a computer by performing the following steps:
 - a. turn the equipment on and off
 - b. load a program
 - c. run and use a program
 - d. store a program
 - e. display a program
 - f. enter and execute a simple program
- 06.03 Identify the safety precautions that must be observed in caring for and using equipment.
- 06.04 Describe the general use of computer technology in public service occupations.
- 06.05 Discuss the advantages and disadvantages in the use of different computers.
- 06.05 Use the computer to explore selected occupations.