



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Career & Technical Education
Curriculum Framework Template Resource Companion

Course Information	
<p>Course: Course title can be locally developed, but name should remain consistent throughout all the course application tabs in EDS such as course info, sequence of courses, etc.</p>	<p>Total Framework Actual Hours: Should match with the total number of hours reflected within the document, which is a summation of total learning hours for the unit(s). <i>NOTE: Check to make sure it matches with any CIP code limitations and the course application.</i></p>
<p>CIP Code: Check to ensure description matches with intent of course. CIP Code Chart: CEDARS Appendix S- CIP Codes</p>	<p><input type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory Preparatory courses are best built with a min. of 140 hours and MUST match with the CIP code chart. Middle school courses cannot be coded as preparatory. <i>*Preparatory Course (RCW 28A.700.030) Preparatory secondary career and technical education programs — Criteria</i></p> <p>Date Last Modified: When framework is updated or revised locally, record new date.</p>
<p>Career Cluster: MUST match with the CIP code chart</p>	<p>Cluster Pathway: MUST match with the CIP code chart</p>
<p>Course Summary: Briefly describe the intention of this course or see CIP Code description.</p>	

To duplicate this blank table (for additional units), select the table, select copy, place cursor below the first table, and select paste.

You will want to copy and paste additional units prior to making modification for ease of use.

Unit Information	
<p>Unit: Unit of Instruction title specific to course and program (Example: SAFETY)</p>	<p>Total Learning Hours for Unit: Should reflect number of instruction hours per unit, with all units adding up to total framework hours requested in the framework heading.</p>
<p>Unit Summary: Briefly describe the intention of this unit.</p>	
Components and Assessments	
<p>Performance Assessments: Performance assessments are the summative or formative assessments used in the course. The assessments clearly show how students demonstrate understanding related to the academic and industry standards and competencies throughout the unit. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section (e.g., CPR certification, OSHA 10, Microsoft Office User Certification, and Skills Certifications). The assessments are developed at the local level and should match the scope of the unit.</p>	

Leadership Alignment: Leadership alignment **must be developed at the local level.** This describes the leadership activities, embedded within the curriculum and instruction, that are taught and assessed within the class for all students. For complete alignment, the 21st Century Leadership Skills must match to the specific activities/projects used and be specific to the unit of instruction. The embedded event/activity/or project and associated 21st Century Leadership Skills are clearly articulated. CTSO activities may be appropriate during class time if all students within the course are taking part in the specific event.

Resource: [Washington Career and Technical Education 21st Century Leadership Skills document](#)

Examples:

- Students will *work creatively with others* and *use systems thinking* to determine a way to group objects and **create a flowchart to classify 20 different species of plants.**
- Students will *work independently* and *think creatively* to **create a journal including sketches and identification for 20 different species of local plants.**
- Students will *think creatively* and *reason effectively* to **create a model that represents the parts of a flower.**
- Students will *access and analyze information* and *use technology* to **research taxonomic classifications.**

21st Century Leadership Skills:

- 4B.1 Use information accurately and creatively for the issue or problem at hand
- 4B.2 Manage the flow of information from a wide variety of sources
- 5B.1 Understand and utilize the most appropriate media creation tools, characteristics, and conventions

Industry Standards and/or Competencies

Name of Standards: Name of industry standards.

Website: Site where standards can be found.

Standards and competencies students will show mastery of by unit.

EXAMPLE:

1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety
2. Students can classify chemical hazards in lab settings

Industry or nationally defined technical standards, where available, that are endorsed and validated by business and industry. In the absence of national or state standards, locally developed, industry defined standards will be validated by the program-specific/general advisory committee. The standards and competencies define what students are expected to know and be able to do and are specific to the unit topic. The level of competency is defined by the industry or national standards. For industry standard resources, please contact the appropriate OSPI Program Supervisor

Agriculture	National AFNR Standards	Health Science	National Health Science Standards *For Health Career Specific Standards contact the Program Supervisor.
Business & Marketing	National Business Education Association; MBA Research	STEM	ITEEA Standards for Technology and Engineering Literacy *Standards vary based upon CIP code, contact the Program Supervisor for resources.
Family & Consumer Science	National FCS Standards	Skilled & Technical Sciences	*Standards vary based upon CIP code, contact the Program Supervisor for resources.

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<p>Arts The Washington State K–12 Arts Learning Standards (March 2017)</p>	<ul style="list-style-type: none"> • Specific standards tied to the appropriate grade level/grade band • Each includes the anchor and performance standards for Visual Arts, Media Arts, and Theatre (technical theatre/stagecraft) • Only Include standards which are assessed
<p>Computer Science The Washington State K–12 Computer Science Standards (Revised 2018)</p>	<ul style="list-style-type: none"> • Specific standards tied to the identifier and appropriate grade level/grade band, concept, and number (practice)
<p>Educational Technology The Washington State K–12 Educational Technology Standards (May 2018)</p>	<ul style="list-style-type: none"> • Specific standards tied to the appropriate grade band • Each includes the standard and performance indicator for grades 6–8 or grades 9–12
<p>English Language Arts The Washington State standards for ELA Common Core Standards for Literacy in History/Social Studies/Science, and Technical Subjects AND Standards for English Language Arts (Reading, Writing, Speaking & Listening, Language) (2011)</p>	<ul style="list-style-type: none"> • Specific ELA Common Core State Standards • Each includes the strand (Reading, Writing, Speaking & Listening, Language) tied to the appropriate grade level and/or grade band for grades 6–8, grades 9–10, or grades 11–12 (grade-specific standard)
<p>Environment & Sustainability The Washington State K–12 Integrated Environmental and Sustainability Standards (Updated May 2014)</p>	<ul style="list-style-type: none"> • Integrated Environmental and Sustainability Standards address three areas of Environmental and Sustainability Education
<p>Financial Education The Washington State K–12 Financial Education (September 2016)</p>	<ul style="list-style-type: none"> • Specific standards tied to the appropriate competencies, standards, and grade-level benchmarks
<p>Health and Physical Education The Washington State K–12 Health and Physical Education Standards (March 2016).</p>	<ul style="list-style-type: none"> • Specific health standards tied to the appropriate grade level/grade band (grades 6–8 or grades 9–12) • Each includes the learning standards and outcomes (organized by six core ideas) coded to the relevant learning standard and topic • Specific physical education standards tied to the appropriate grade level/grade band (grades 6, 7, 8 or high school Year 1/Year 2) • Each includes the learning standards and outcomes (coded to the relevant learning standard and topic)
<p>Mathematics The Washington States Mathematics K–12 Learning Standards – Common Core Standards (2011)</p>	<ul style="list-style-type: none"> • Specific Math Common Core State Standards tied to the appropriate grade level/grade band (grades 6–8 or grades 9–12) • Each includes the domain and grade-specific standard
<p>Science The Washington State K–12 Science Learning Standards - Next Generation Science Standards (Oct 2013)</p>	<ul style="list-style-type: none"> • Next Generational Science Standards tied to the appropriate grade level (grades 6–8 or grades 9–12) • Each includes performance expectations with 3-Dimensional Approach (DCI, SEP, and CC)
<p>Social Studies The Washington State K–12 Social Studies Learning Standards (September 2019)</p>	<ul style="list-style-type: none"> • Specific standards tied to the appropriate grade band (grades K–5, 6–8, and 9–12) • Each includes the discipline (Civics, Economics, Geography, History), performance standards, and components for each grade level