Florida CTE: Health Science

# Exploration of Health Science Professions and Career Planning (2026–2027)

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| **Demonstrate a well-rounded understanding of healthcare professions. The student will be able to:** 01.0 | **01.** Explore the major scientific advancements that have contributed to the evolution of healthcare. 01.01 |
| | **02.** Research contributions made in the field of medical science and their impact on the health care field. 01.02 |
| | **03.** Identify types of education and training levels (OJT, HSTE, AA, BS/BA, MS, and Doctoral) as related to health careers. 01.03 |
| | **04.** Compare and contrast the health science career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, Bio-technology Research and Development. 01.04 |
| | **05.** List the advantages and disadvantages of one occupation in each pathway including the following factors; job description, career pathway/area of interest, salary range, educational requirements, and job outlook. 01.05 |
| | **06.** Research and describe a healthcare profession of interest identified through a career inventory assessment. 01.06 |
| **Demonstrate an understanding of the importance of legal and ethical behavior related to health care. The student will be able to:** 02.0 | **01.** Identify responsibilities in maintaining ethical standards, confidentiality, and the patient's rights. 02.01 |
| | **02.** Identify and define terms related to the legal and ethical aspects of the health care industry. For example: malpractice, negligence, invasion of privacy, quackery, ethics and law, Patients' Bill of Rights, licensure. 02.02 |
| **Perform basic communication skills in the healthcare setting. The student will be able to:** 03.0 | **01.** Demonstrate interpersonal communication skills such as active listening, verbal, non-verbal and written language in the health care setting. 03.01 |
| | **02.** Identify technology used for communication in healthcare professions and proper etiquette for its' use. 03.02 |
| | **Demonstrate use of medical terminology and abbreviations associated with healthcare professions.** 03.03 |

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| **Perform basic mathematical calculations and demonstrate problem solving skills used by the health care worker. The student will be able to:** 04.0 | **01.** Analyze case studies or current events where adverse consequences resulted from mathematical medical error. 04.01 |
| | **02.** Convert common weights, measure, and volumes to metric as applied in the health care setting. 04.02 |
| | **03.** Accurately identify and perform appropriate numeric procedures with problems found in numeric, symbolic, or word form as they relate to the occupations. 04.03 |
| | **04.** Accurately tell time using both standard and international/military time formats. 04.04 |
| **Apply scientific principles to the health care field. The student will be able to:** 05.0 | **01.** Identify the overall organization of the human body. 05.01 |
| | **02.** Describe the basic structure and function of the body systems of the human body. 05.02 |
| | **03.** Describe how the systems of the human body work together to maintain homeostasis. 05.03 |
| | **04.** Describe mechanisms of disease transmission, the Chain of Infection, prevention, and standard precautions. 05.04 |
| **Perform basic health care skills. The student will be able to:** 06.0 | **01.** Measure and record (graph) height and weight. 06.01 |
| | **02.** Measure and record temperature, pulse, blood pressure, and respiration while recognizing the normal ranges for each. 06.02 |
| | **03.** Demonstrate medical aseptic technique by hand washing, gloving and application of personal protective equipment (PPE). 06.03 |
| | **04.** Demonstrate basic first aid skills (i.e., bleeding, fractures, and musculoskeletal emergencies). 06.04 |
| | **05.** Demonstrate Cardiopulmonary Resuscitation (CPR) and care for a choking victim. 06.05 |
| | **06.** Demonstrate basic skills used within the healthcare professions may include the following: - Visualizing X-rays - Conduct vision testing (Snellen chart, peripheral vision, color blindness) - Conduct basic hearing test - Measure respiratory capacity/output - Range-of-Motion exercises - Conduct simulated ABO blood-typing 06.06 |
| **Demonstrate occ... ski... em...** | **01.** Recognize safety concerns related to the practice of health care. 07.01 |
| | **Demonstrate safety habits that will prevent injury to health care workers, co-workers, and patients including proper use personal protective equipment (PPE)** |

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| **the patient in the healthcare setting. The student will be able to:** 07.0 | **and infection control practices.** 07.02 |
| | **03. Identify poisons and hazardous materials to include the use and interpretation of a Safety Data Sheet (SDS) form.** 07.03 |
| | **04. Demonstrate an understanding for the importance of fire safety practices including prevention, evacuation plans (R.A.C.E.) and the use of a fire extinguisher (P.A.S.S.).** 07.04 |
| | **05. Explore basic information on the dangers of blood borne diseases in healthcare including but not limited to HIV/AIDS and Hepatitis B.** 07.05 |
| | **06. Perform proper body mechanics to prevent self and patient injuries.** 07.06 |
| **Explain his or her career interests, skills and values. The student will be able to:** 8.0 | **01. Describe his or her career interests based on a career interest assessment, personal experience, career informational interviews, research and/or reflection.** 8.01 |
| | **02. Describe what career-related skills are his or her current strengths or could become strengths in the future with practice and training based on a career skill assessment, personal experience and/or reflection.** 8.02 |
| | **03. Describe what lifestyle and workplace values are most important to them to consider during career decision making, such as salary and benefits, work environment, the nature of the work and work/life balance.** 8.03 |
| | **04. Describe what values that relate to positively impacting others and the world are most important to them to weigh during career decision making.** 8.04 |
| **Describe occupations and industries in his or her region. The student will be able to:** 9.0 | **01. Define Career Clusters, industries and occupations.** 9.01 |
| | **02. Define regional poverty, average and family-sustaining wage thresholds.** 9.02 |
| | **03. Review local labor market data to identify the top five regional occupations as relates to each of the following: employment, growth and salary.** 9.03 |
| | **04. List three occupations that align with his or her personal career interests, skills and values.** 9.04 |
| | **05. List the regional salary, employment and growth of three occupations they are most interested in learning more about.** 9.05 |
| | **06. Summarize occupational content learned through a career informational interview, career fair, job shadowing, service learning, guest speaker, project-based learning, work-based learning, worksite visit or other firsthand experience.** 9.06 |
| **De** Skip to main content **po** | **Evaluate the pros and cons of pursuing education, employment, entrepreneurship or enlistment immediately following high school.** 10.01 |

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| **pathways. The student will be able to:** 10.0 | **02.** Define postsecondary training provider options and their admissions requirements, including apprenticeships, technical colleges, state or community colleges, universities and industry-recognized certification providers. 10.02 |
| | **03.** Define postsecondary credentialing and stacking options, including industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees 10.03 |
| | **04.** Explain training options aligned with his or her career assessment results and occupational exploration. 10.04 |
| | **05.** Review postsecondary training data and list the total cost, average debt after graduation and median earnings and job placement rates of students who completed the student's preferred postsecondary training option. 10.05 |
| | **06.** Summarize what they learned about his or her preferred postsecondary training provider through online research; virtual or in-person tours; a college fair; and/or interviewing a current student, alumni or staff member. 10.06 |
| **Create a personalized career and academic plan. The student will be able to:** 11.0 | **01.** Prioritize an occupation for plan formation using one or more decision making techniques, such as a decision matrix, pros and cons analysis or other means 11.01 |
| | **02.** Explain the reasoning for choosing to pursue his or her preferred occupation 11.02 |
| | **03.** Identify which credentials, technical skills, and employability or entrepreneurship skills are relevant to his or her preferred career pathway. 11.03 |
| | **04.** Prioritize a recognized postsecondary credential (industry-recognized certifications, apprenticeship certificates of completion, career certificates, licenses and associate or baccalaureate degrees) aligned with his or her chosen occupation using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc. 11.04 |
| | **05.** Prioritize a postsecondary training provider aligned with his or her recognized postsecondary credential goal using a decision-making technique, such as a decision matrix and/or pros and cons analysis, etc. 11.05 |
| | **06.** Define means of paying for postsecondary training, including scholarships (must include State scholarships), grants, savings, work, work-study programs, private loans and Federal loans. 11.06 |
| | **07.** Describe ways of meeting the requirements of Florida's graduation pathways and obtaining accelerated credit, work-based learning experience, career and technical education credit and industry-recognized certifications in high school. 11.07 |

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08. **Develop a freshman year course schedule that meets high school graduation requirements and that provides academic and career preparation aligned with the student's career goals.** 11.08

09. **Identify extracurricular activities aligned with his or her occupational and postsecondary training goals.** 11.09