

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Energy Technician  
**Program Type:** Career Preparatory  
**Career Cluster:** Energy

	<b>Secondary</b>	<b>PSAV</b>
Program Number	9700300	X600600
CIP Number	0715050320	0715050320
Grade Level	9-12	30, 31
Standard Length	4 Credits	600 Hours
Teacher Certification	<p><b>All Courses:</b>            ELECTRICAL @7G            IND ENGR @7G            TEC ED 1@2</p> <p><b>Introduction to Alter. Energy</b>            AGRICULTUR 1@2            TEC ED 1@2            EARTH SCI @4            SCIENCE 4            PHYSICS 1,4            CHEM 1,4            EARTH SCI 4,2</p> <p><b>Energy Foundations (Energy Industry Fundamentals)</b>            AGRICULTUR 1@2</p>	ELECTRICAL @7G IND ENGR @7G TEC ED 1@2
CTSO	SkillsUSA	SkillsUSA
SOC Codes (all applicable)	49-9099	49-9099
Facility Code	245 - <a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>	
Basic Skills Level	N/A	Mathematics: 9 Language: 9 Reading: 9

## Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Energy career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the 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 Energy career cluster.

The content includes but is not limited to Energy Technician program which consists of two course offering related to energy and two course offering related to electricity which have been incorporated into one program to present information that will assist Florida in increasing the number and skill level of workers who are available to meet the workforce needs of Florida's current emerging alternative energy needs.

## Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point that focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of energy foundations, alternative energy, and electricity.

When offered at the postsecondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	ETP0090	Energy Technician 1	300 hours	49-9099
	ETP0091	Energy Technician 2	300 Hours	

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8006110	Energy Foundations (Energy Industry Fundamentals)	1 Credit	49-9099	3
	8727210	Electricity 1	1 Credit		2
	8006120	Introduction to Alternative Energy	1 Credit		3
	8727220	Electricity 2	1 Credit		2

## Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

## Special Notes

### Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific math and science core academic courses. This alignment resulted from a collaborative review by Career and Technical Education (CTE) teachers and core academic teachers. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Energy Foundations (Energy Industry Fundamentals)	**	**	**	#	1/52 2%	#	2/55 4%	1/58 2%	#	4/42 10%	6/56 11%	4/53 8%
Electricity 1	**	**	**	**	**	**	**	**	**	**	**	**
Introduction to Alternative Energy	**	**	**	2/53 4%	5/52 10%	2/56 4%	3/55 5%	3/58 5%	2/35 6%	6/42 14%	7/56 13%	8/53 15%
Electricity 2	**	**	**	**	**	**	**	**	**	**	**	**

\*\* Alignment pending

# Alignment attempted, but no correlation to academic course.

### Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### 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.

## **Essential Skills**

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website ([http://www.fldoe.org/workforce/dwdframe/essential\\_skills.asp](http://www.fldoe.org/workforce/dwdframe/essential_skills.asp)).

## **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. 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 Individual Educational Plan (IEP) served in Exceptional Student Education or 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 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 Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). 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 an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. 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).

### **Articulation**

The PSAV component of this program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

### **Standards**

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

- 01.0 Demonstrate knowledge of the basic and emerging principles and concepts that impact the energy industry.
- 02.0 Apply compliance with procedures necessary to ensure a safe and healthy work environment.
- 03.0 Understand electric power generation.
- 04.0 Understand electric power transmission.
- 05.0 Understand electric power distribution
- 06.0 Identify and describe careers and entry requirements.
- 07.0 Evaluate and analyze energy 'hot topics'.

- 08.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 09.0 Explain the importance of employability and entrepreneurship skills.
- 10.0 Use information technology tools.
- 11.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 12.0 Identify, use and maintain the tools and accessories used in the electrical industry.
- 13.0 Demonstrate an understanding of basic Direct-Current (DC) electrical-circuit skills.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Demonstrate mathematics knowledge and skills.
- 16.0 Demonstrate an understanding of basic electricity.
- 17.0 Read and interpret basic electric codes.
- 18.0 Discuss the value of alternative energy.
- 19.0 Investigate the viability of biomass and biofuel.
- 20.0 Describe the importance of professional ethics and legal responsibilities.
- 21.0 Investigate the use of nuclear power.
- 22.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 23.0 Investigate the viability of solar energy.
- 24.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 25.0 Investigate the viability of wind energy.
- 26.0 Apply mathematics knowledge and skills to electricity.
- 27.0 Demonstrate further understanding of electricity.
- 28.0 Solve problems using critical thinking skills, creativity and innovation.
- 29.0 Demonstrate language arts knowledge and skills.
- 30.0 Demonstrate science knowledge and skills.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Energy Technician**  
**PSAV Number: X600600**

**Course Number: ETP0090**  
**Occupational Completion Point:**  
**Energy Technician 1 – 300 Hours – SOC Code 49-9099**

01.0 Demonstrate knowledge of the basic and emerging principles and concepts that impact the energy industry--The student will be able to:

- 00.01 Explain the flow of energy from generation through distribution to the customer.
- 00.02 Discuss the history of the United States energy industry/infrastructure (refer to Energy Information Administration [www.eia.doe.gov](http://www.eia.doe.gov) ).
- 00.03 Identify the role and function of generation, transmission and distribution organizations.
- 00.04 Explains the role of regulatory bodies in the energy industry (Federal Energy Regulatory Commission [www.ferc.gov](http://www.ferc.gov); Public Service Commission of the State of Florida [www.psc.state.fl.us](http://www.psc.state.fl.us)) (highlight “obligation to serve”).
- 00.05 Discuss environmental laws and regulations that impact the energy industry (local, state, and federal) and explain importance of proper documentation to ensure compliance.
- 00.06 Explain the different structures of energy companies, including investor-owned utilities, municipalities (and associated utility practices such as water/wastewater), electric cooperatives, independent power producers and can explain the different lines of energy business, including electric and gas.
- 00.07 Describe the process of electric metering and billing for energy consumption.

02.0 Apply compliance with procedures necessary to ensure a safe and healthy work environment--The student will be able to:

- 02.01 Review the role of the U.S. Department of Labor/Occupational Safety and Health Administration in work place safety.  
(<http://www.compliancereqs.com/29cfr/1910/subR/1910-269.html>)
- 02.02 Identify both potential hazards and accident scenarios in the work environment.
- 02.03 Follow established safety procedures (OSHA regulations and utility company procedures).
- 02.04 Evaluate changes in the environment with respect to their impact on safety of self and others.
- 02.05 Promote effective local, state, and national security operations for the protection of people, data, property and institutions.
- 02.06 Comply with energy industry safety procedures and proper ways to perform work.
- 02.07 Name potential threats created by deviation from safety procedures and improper use of tools and equipment.
- 02.08 Use safety equipment as specified by user manuals and safety training.
- 02.09 Use Personal Protective Equipment (PPE) including safety glasses, hearing protection, gloves, work boots, and hard hats.

- 02.10 Keep personal safety equipment in good working order.
- 02.11 Use tools and equipment in compliance with user manuals and training.
- 02.12 Call attention to potential and actual hazardous conditions as they arise.
- 02.13 Alert coworkers and supervisory personnel to hazardous conditions and deviations from safety procedures in a timely manner.
- 02.14 Maintain appropriate certification and is knowledgeable in first aid or first response procedures.
- 02.15 Demonstrate understanding and knowledge of lock/tag out practices in the work place.
- 02.16 Notify person in charge and/or coworkers of unsafe work conditions.
- 02.17 Stop the job if there are unsafe working conditions.

03.0 Understand electric power generation--The student will be able to:

- 03.01 Explain the conventional electric power generation systems and process (coal, gas, hydroelectric, and nuclear).
- 03.02 Identify electric power generation equipment and systems.
- 03.03 Identify various conventional electric power generation fuel sources and the cost/efficiency/ environmental issues associated with each:
- 03.04 Explain how oil was created and list its advantages and disadvantages
- 03.05 Explain how coal was created and what are its advantages and disadvantages
- 03.06 Explain how natural gas was created and what are its advantages and disadvantages.
- 03.07 Explain how water is used in hydroelectric power generation and what are its advantages and disadvantages.
- 03.08 Explain how uranium is created and what are its advantages and disadvantages
- 03.09 Discuss emerging and alternative electric power generation technologies and fuel sources.
- 03.10 Explain how solar energy is used to produce electricity in photovoltaic systems and what are its advantages and disadvantages.
- 03.11 Explain how solar energy is used to produce electric energy using steam and what are its advantages and disadvantages.
- 03.12 Explain how wind energy is used to produce electric energy and what are its advantages and disadvantages.
- 03.13 Explain how geothermal energy is used to produce electric energy and what are its advantages and disadvantages.
- 03.14 Explain how biomass energy is used to produce electric energy and what are its advantages and disadvantages.
- 03.15 Explain how ocean wave energy is used to produce electric energy and what are its advantages and disadvantages.
- 03.16 Discuss pros and cons of various energy producing technologies and fuels in the electrical infrastructure (including fossil, nuclear and emerging alternative energy systems).

04.0 Understand electric power transmission--The student will be able to:

- 04.01 Explain the electric power transmission process.
- 04.02 Discuss the application of different electric power transmission principles (including AC vs. DC).
- 04.03 Name electric power transmission equipment and systems.

- 04.04 Discuss the emerging technologies in electric power transmission (including Smart Grid).
- 04.05 Explain ownership/governance of the electric transmission system.
- 05.0 Understand electric power distribution--The student will be able to:
  - 05.01 Explain the electric power distribution process.
  - 05.02 Discuss the need for electric distribution systems and how they are designed to operate.
  - 05.03 Name electric power distribution system equipment and-what the various components do.
  - 05.04 Discuss the emerging technologies in electric power distribution, including distribution automation and SmartGrid systems.
- 06.0 Identify and describe careers and entry requirements--The student will be able to:
  - 06.01 Describe entry-level careers available in energy generation, transmission, distribution and the education/experience requirements for entry into those positions, along with career development and advancement opportunities from those positions.
  - 06.02 Identify entry-level careers available in business and corporate support functions of the energy industry; describes the education/experience requirements for entry into those positions, and career advancement opportunities from those positions.
  - 06.03 Describe general wage/salary, benefits, and other advantages of careers in the energy industry.
  - 06.04 Explain the educational pathways available to gain training necessary for entry into energy careers at secondary and post-secondary levels (Partner to create Energy Education Portal).
- 07.0 Evaluate and analyze energy 'hot topics'--The student will be able to:
  - 07.01 Discuss the major sources of biomass.
  - 07.02 Define biofuels (e. g. ethanol, biodiesel, and methanol).
  - 07.03 Outline the pyramid energy flow including the different trophic levels.
  - 07.04 Describe the major sources, scale, and impacts of biomass energy.
  - 07.05 Draw and label a diagram of biomass plantations.
  - 07.06 List the advantages and disadvantages of using biomass for energy (e.g. CO<sub>2</sub> emissions, photosynthetic efficiency, cost, etc.).
- 08.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:
  - 08.01 Describe the nature and types of business organizations. SY1.0
  - 08.02 Explain the effect of key organizational systems on performance and quality.
  - 08.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
  - 08.04 Explain the impact of the global economy on business organizations.

- 09.0 Explain the importance of employability and entrepreneurship skills--The student will be able to:
- 09.01 Identify and demonstrate positive work behaviors needed to be employable.ECD1.0
  - 09.02 Develop personal career plan that includes goals, objectives, and strategies.ECD2.0
  - 09.03 Examine licensing, certification, and industry credentialing requirements. ECD3.0
  - 09.04 Maintain a career portfolio to document knowledge, skills, and experience.ECD5.0
  - 09.05 Evaluate and compare employment opportunities that match career goals.ECD6.0
  - 09.06 Identify and exhibit traits for retaining employment. ECD7.0
  - 09.07 Identify opportunities and research requirements for career advancement.ECD8.0
  - 09.08 Research the benefits of ongoing professional development. ECD9.0
  - 09.09 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0
- 10.0 Use information technology tools--The students will be able to:
- 10.01 Use Personal Information Management (PIM) applications to increase workplace efficiency. IT1.0
  - 10.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0
  - 10.03 Employ computer operations applications to access, create, manage, integrate, and store information. IT3.0
  - 10.04 Employ collaborative/groupware applications to facilitate group work. IT4.0
- 11.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The student will be able to:
- 11.01 Clean the work area and maintain it in a safe condition.
  - 11.02 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
  - 11.03 Identify and operate workplace-safety electrical devices.
  - 11.04 Identify health-related problems that may result from exposure to work-related chemicals and hazardous materials, and know the proper precautions required for handling such materials.
  - 11.05 Explain emergency procedures to follow in response to workplace accidents.
  - 11.06 Create a disaster and/or emergency response plan. SHE2.0
  - 11.07 Demonstrate knowledge of CPR (cardiopulmonary resuscitation) and first aid.
  - 11.08 Describe "Right-to-Know" Law as recorded in (29 CFR.1910.1200)
- 12.0 Identify, use and maintain the tools and accessories used in the electrical industry--The student will be able to:
- 12.01 Identify and select tools, equipment, materials, and wires to complete a job.
  - 12.02 Drill holes in metal, wood, and concrete for electrical wiring.
  - 12.03 Lay out electrical devices, complying with regulations.
  - 12.04 Install the following, complying with the appropriate local, state, or national electric codes:
    - a. Conductors and cable
    - b. Standard outlets and switch boxes

- c. Explain cord connections on major appliances
- d. Cords switches, receptacles, and dimmers, including a single-pole switched lighting circuit, a three-way switched lighting circuit, and a four-way combination circuit.

13.0 Demonstrate an understanding of basic Direct-Current (DC) electrical-circuit skills--The student will be able to:

- 13.01 Define the terms "voltage," "current," "resistance," "power," and "energy."
- 13.02 Measure voltage, amperage, and resistance, using a Volt-Ohm Meter (VOM) and a Digital Volt-Ohm Meter (DVM).
- 13.03 Analyze, and explain a series, series-parallel, and parallel circuit.
- 13.04 Draw each type of circuit and calculate the circuit values.
- 13.05 Explain and apply Ohm's Law.
- 13.06 Compute conductance and resistance of conductors and insulators.

14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The student will be able to:

- 14.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
- 14.02 Locate, organize and reference written information from various sources. CM3.0
- 14.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
- 14.04 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
- 14.05 Apply active listening skills to obtain and clarify information. CM7.0
- 14.06 Develop and interpret tables and charts to support written and oral communications. CM8.0
- 14.07 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0

15.0 Demonstrate mathematics knowledge and skills--The student will be able to:

- 15.01 Demonstrate knowledge of arithmetic operations. AF3.2
- 15.02 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 15.03 Construct charts/tables/graphs using functions and data. AF3.5

16.0 Demonstrate an understanding of basic electricity--The student will be able to:

- 16.01 Explain the principles of electromagnetism.
- 16.02 Explain the magnetic properties of circuits and devices.
- 16.03 Relate electricity to the nature of matter.
- 16.04 Describe various ways that electricity is produced.

17.0 Read and interpret basic electric codes--The student will be able to:

- 17.01 Describe the importance of following the local, state and national electric codes.
- 17.02 Read and interpret basic electric codes, wiring plans and specifications.
- 17.03 Identify licensure requirements for electrical occupations.
- 17.04 Demonstrate knowledge of National Fire Protection Agency (NFPA) 70E and how it relates to job safety.

**Course Number: ETP0091**  
**Occupational Completion Point: A**  
**Energy Technician 2 – 300 Hours – SOC Code 49-9099**

- 18.0 Discuss the value of alternative energy--The student will be able to:
- 18.01 Investigate the reasons for seeking alternatives to fossil fuels.
  - 18.02 Summarize the contributions to world energy supplies of conventional alternatives to fossil fuels.
  - 18.03 Discuss the three alternative energy sources that are currently the most developed and widely used (hydroelectric, nuclear, and biomass).
- 19.0 Investigate the viability of biomass and biofuel--The student will be able to:
- 19.01 Discuss the major sources of biomass.
  - 19.02 Define biofuels (e. g. ethanol, biodiesel, and methanol).
  - 19.03 Outline the pyramid energy flow including the different trophic levels.
  - 19.04 Describe the major sources, scale, and impacts of biomass energy.
  - 19.05 Draw and label a diagram of biomass plantations.
  - 19.06 List the advantages and disadvantages of using biomass for energy (e.g. CO<sub>2</sub> emissions, photosynthetic efficiency, cost, etc.).
- 20.0 Describe the importance of professional ethics and legal responsibilities--The student will be able to:
- 20.01 Evaluate and justify decisions based on ethical reasoning. ELR1.0
  - 20.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
  - 20.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
  - 20.04 Interpret and explain written organizational policies and procedures. ELR2.0
- 21.0 Investigate the use of nuclear power--The student will be able to:
- 21.01 Explain the process of nuclear fission.
  - 21.02 Define radio-isotopes and half-life.
  - 21.03 Evaluate the advantages and disadvantages of nuclear power.
  - 21.04 Draw and label a diagram of a Light-Water Reactor (LWR) (e.g. control rods, coolant, containment vessel, dry casks, turbine, etc.).
  - 21.05 Describe nuclear energy and how it is harnessed.
  - 21.06 Describe the Chernobyl Nuclear Power Plant accident.
  - 21.07 Outline the societal debate over nuclear power.
- 22.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:
- 22.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
  - 22.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. LT3.0

- 22.03 Conduct and participate in meetings to accomplish work tasks. LT4.0  
 22.04 Employ mentoring skills to inspire and teach others. LT5.0
- 23.0 Investigate the viability of solar energy--The student will be able to:
- 23.01 Describe solar energy and how it is harnessed.  
 23.02 Explain the significance and historical foundations of solar energy and its pioneers (Horace de Saussure and Clarence Kemp).  
 23.03 Explain the difference between passive solar and active solar.  
 23.04 Draw and label a diagram of PV cells (e.g. array, panel, module, boron-enriched silicon).  
 23.05 Describe a central receiver system.  
 23.06 Draw and label a diagram of a solar thermal plant.  
 23.07 Evaluate the advantages and disadvantages of using solar energy.
- 24.0 Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to:
- 24.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0  
 24.02 Describe the effect of money management on personal and career goals. FL3.0  
 24.03 Develop a personal budget and financial goals. FL3.1  
 24.04 Complete financial instruments for making deposits and withdrawals. FL3.2  
 24.05 Maintain financial records. FL3.3  
 24.06 Read and reconcile financial statements. FL3.4  
 24.07 Research, compare and contrast investment opportunities.
- 25.0 Investigate the viability of wind energy--The student will be able to:
- 25.01 Describe wind energy and the way it is harnessed.  
 25.02 Explain the significance of wind energy and its pioneers (Charles Brush).  
 25.03 Define kinetic energy.  
 25.04 List and describe the topography and weather patterns of the states that are considered the "Saudi Arabia of wind power."  
 25.05 Explain the acronym NIMBY (Not In My Backyard).  
 25.06 Explain why farmers and ranchers are amenable to wind technology.  
 25.07 Evaluate the advantages and disadvantages to wind technology.
- 26.0 Apply mathematics knowledge and skills to electricity--The student will be able to:
- 26.01 Demonstrate Solve basic algebraic formulas related to electricity.  
 26.02 Solve basic trigonometric functions related to electrical theory.  
 26.03 Explain basic AC theory and solve related mathematical problems using appropriate test equipment.  
 26.04 Solve math-related problems from measurements on training aids. (Optional)
- 27.0 Demonstrate further understanding of electricity--The student will be able to:
- 27.01 Explain molecular action as a result of temperature extremes, chemical reaction and moisture content.

- 27.02 Explain how voltage is produced by chemical, mechanical, thermal, photoelectric and piezo electric means.
- 27.03 Identify electrical symbols in construction documents.
- 28.0 Solve problems using critical thinking skills, creativity and innovation--The student will be able to:
  - 28.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 28.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 28.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 28.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 29.0 Demonstrate language arts knowledge and skills--The students will be able to: AF2.0
  - 29.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 29.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 29.03 Present information formally and informally for specific purposes and audiences. AF2.9
- 30.0 Demonstrate science knowledge and skills--The students will be able to: AF4.0
  - 30.01 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
  - 30.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Energy Foundations (Energy Industry Fundamentals)  
**Course Number:** 8006110  
**Course Credit:** 1

**Course Description:**

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	**	Biology 1	#	Anatomy/Physiology Honors	#	Astronomy Solar/Galactic Honors	1/52 2%
Algebra 2	**	Chemistry 1	2/55 4%	Genetics	#	Marine Science 1 Honors	4/42 10%
Geometry	**	Physics 1	4/53 8%	Earth-Space Science	1/58 2%	Physical Science	6/56 11%

\*\* Alignment pending

# Alignment attempted, but no correlation to academic course.

01.0 Demonstrate knowledge of the basic and emerging principles and concepts that impact the energy industry--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.E.6.6; SC.912.L.17.17; SC.912.N.4.2

- 01.01 Explain the flow of energy from generation through distribution to the customer.
- 01.02 Discuss the history of the United States energy industry/infrastructure (refer to Energy Information Administration [www.eia.doe.gov](http://www.eia.doe.gov) ).
- 01.03 Identify the role and function of generation, transmission and distribution organizations.
- 01.04 Explains the role of regulatory bodies in the energy industry (Federal Energy Regulatory Commission [www.ferc.gov](http://www.ferc.gov); Public Service Commission of the State of Florida [www.psc.state.fl.us](http://www.psc.state.fl.us)) (highlight “obligation to serve”).
- 01.05 Discuss environmental laws and regulations that impact the energy industry (local, state, and federal) and explain importance of proper documentation to ensure compliance.
- 01.06 Explain the different structures of energy companies, including investor-owned utilities, municipalities (and associated utility practices such as

water/wastewater), electric cooperatives, independent power producers and can explain the different lines of energy business, including electric and gas.  
01.07 Describe the process of electric metering and billing for energy consumption.

02.0 Apply compliance with procedures necessary to ensure a safe and healthy work environment--The student will be able to:

- 02.01 Review the role of the U.S. Department of Labor/Occupational Safety and Health Administration in work place safety.  
(<http://www.compliancereqs.com/29cfr/1910/subR/1910-269.html>)
- 02.02 Identify both potential hazards and accident scenarios in the work environment.
- 02.03 Follow established safety procedures (OSHA regulations and utility company procedures).
- 02.04 Evaluate changes in the environment with respect to their impact on safety of self and others.
- 02.05 Promote effective local, state, and national security operations for the protection of people, data, property and institutions.
- 02.06 Comply with energy industry safety procedures and proper ways to perform work.
- 02.07 Name potential threats created by deviation from safety procedures and improper use of tools and equipment.
- 02.08 Use safety equipment as specified by user manuals and safety training.
- 02.09 Use Personal Protective Equipment (PPE) including safety glasses, hearing protection, gloves, work boots, and hard hats.
- 02.10 Keep personal safety equipment in good working order.
- 02.11 Use tools and equipment in compliance with user manuals and training.
- 02.12 Call attention to potential and actual hazardous conditions as they arise.
- 02.13 Alert coworkers and supervisory personnel to hazardous conditions and deviations from safety procedures in a timely manner.
- 02.14 Maintain appropriate certification and is knowledgeable in first aid or first response procedures.
- 02.15 Demonstrate understanding and knowledge of lock/tag out practices in the work place.
- 02.16 Notify person in charge and/or coworkers of unsafe work conditions.
- 02.17 Stop the job if there are unsafe working conditions.

03.0 Understand electric power generation--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.E.7.2; SC.912.L.17.11, 15, 19; SC.912.P.10.1

- 03.01 Explain the conventional electric power generation systems and process (coal, gas, hydroelectric, and nuclear).
- 03.02 Identify electric power generation equipment and systems.
- 03.03 Identify various conventional electric power generation fuel sources and the cost/ efficiency/ environmental issues associated with each:
- 03.04 Explain how oil was created and list its advantages and disadvantages
- 03.05 Explain how coal was created and what are its advantages and disadvantages
- 03.06 Explain how natural gas was created and what are its advantages and disadvantages.

- 03.07 Explain how water is used in hydroelectric power generation and what are its advantages and disadvantages.
  - 03.08 Explain how uranium is created and what are its advantages and disadvantages
  - 03.09 Discuss emerging and alternative electric power generation technologies and fuel sources.
  - 03.10 Explain how solar energy is used to produce electricity in photovoltaic systems and what are its advantages and disadvantages.
  - 03.11 Explain how solar energy is used to produce electric energy using steam and what are its advantages and disadvantages.
  - 03.12 Explain how wind energy is used to produce electric energy and what are its advantages and disadvantages.
  - 03.13 Explain how geothermal energy is used to produce electric energy and what are its advantages and disadvantages.
  - 03.14 Explain how biomass energy is used to produce electric energy and what are its advantages and disadvantages.
  - 03.15 Explain how ocean wave energy is used to produce electric energy and what are its advantages and disadvantages.
  - 03.16 Discuss pros and cons of various energy producing technologies and fuels in the electrical infrastructure (including fossil, nuclear and emerging alternative energy systems).
- 04.0 Understand electric power transmission--The student will be able to:
- 04.01 Explain the electric power transmission process.
  - 04.02 Discuss the application of different electric power transmission principles (including AC vs. DC).
  - 04.03 Name electric power transmission equipment and systems.
  - 04.04 Discuss the emerging technologies in electric power transmission (including Smart Grid).
  - 04.05 Explain ownership/governance of the electric transmission system.
- 05.0 Understand electric power distribution--The student will be able to:
- 05.01 Explain the electric power distribution process.
  - 05.02 Discuss the need for electric distribution systems and how they are designed to operate.
  - 05.03 Name electric power distribution system equipment and-what the various components do.
  - 05.04 Discuss the emerging technologies in electric power distribution, including distribution automation and SmartGrid systems.
- 06.0 Identify and describe careers and entry requirements--The student will be able to:
- 06.01 Describe entry-level careers available in energy generation, transmission, distribution and the education/experience requirements for entry into those positions, along with career development and advancement opportunities from those positions.
  - 06.02 Identify entry-level careers available in business and corporate support functions of the energy industry; describes the education/experience requirements for entry into those positions, and career advancement opportunities from those positions.

- 06.03 Describe general wage/salary, benefits, and other advantages of careers in the energy industry.
- 06.04 Explain the educational pathways available to gain training necessary for entry into energy careers at secondary and post-secondary levels (Partner to create Energy Education Portal).

07.0 Evaluate and analyze energy 'hot topics'--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
SC.912.P.10.2, 8

- 07.01 Discuss the major sources of biomass.
- 07.02 Define biofuels (e. g. ethanol, biodiesel, and methanol).
- 07.03 Outline the pyramid energy flow including the different trophic levels.
- 07.04 Describe the major sources, scale, and impacts of biomass energy.
- 07.05 Draw and label a diagram of biomass plantations.
- 07.06 List the advantages and disadvantages of using biomass for energy (e.g. CO<sub>2</sub> emissions, photosynthetic efficiency, cost, etc.).

08.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment--The students will be able to:

- 08.01 Describe the nature and types of business organizations. SY1.0
- 08.02 Explain the effect of key organizational systems on performance and quality.
- 08.03 List and describe quality control systems and/or practices common to the workplace. SY2.0
- 08.04 Explain the impact of the global economy on business organizations.

09.0 Explain the importance of employability and entrepreneurship skills--The student will be able to:

- 09.01 Identify and demonstrate positive work behaviors needed to be employable.ECD1.0
- 09.02 Develop personal career plan that includes goals, objectives, and strategies.ECD2.0
- 09.03 Examine licensing, certification, and industry credentialing requirements. ECD3.0
- 09.04 Maintain a career portfolio to document knowledge, skills, and experience.ECD5.0
- 09.05 Evaluate and compare employment opportunities that match career goals.ECD6.0
- 09.06 Identify and exhibit traits for retaining employment. ECD7.0
- 09.07 Identify opportunities and research requirements for career advancement.ECD8.0
- 09.08 Research the benefits of ongoing professional development. ECD9.0
- 09.09 Examine and describe entrepreneurship opportunities as a career planning option. ECD10.0

10.0 Use information technology tools--The students will be able to:

- 10.01 Use Personal Information Management (PIM) applications to increase workplace efficiency. IT1.0
- 10.02 Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT2.0

- 10.03 Employ computer operations applications to access, create, manage, integrate,  
and store information. IT3.0
- 10.04 Employ collaborative/groupware applications to facilitate group work. IT4.0

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Electricity 1  
**Course Number:** 8727210  
**Course Credit:** 1

**Course Description:**

This course enables students to develop the essential competencies for working in the electrical industry. These competencies include safety practices, direct-current electrical-circuit skills, appropriate communication and math skills, basic electricity and electric codes.

- 11.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance--The student will be able to:
- 11.01 Clean the work area and maintain it in a safe condition.
  - 11.02 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE1.0
  - 11.03 Identify and operate workplace-safety electrical devices.
  - 11.04 Identify health-related problems that may result from exposure to work-related chemicals and hazardous materials, and know the proper precautions required for handling such materials.
  - 11.05 Explain emergency procedures to follow in response to workplace accidents.
  - 11.06 Create a disaster and/or emergency response plan. SHE2.0
  - 11.07 Demonstrate knowledge of CPR (cardiopulmonary resuscitation) and first aid.
  - 11.08 Describe "Right-to-Know" Law as recorded in (29 CFR.1910.1200)
- 12.0 Identify, use and maintain the tools and accessories used in the electrical industry--The student will be able to:
- 12.01 Identify and select tools, equipment, materials, and wires to complete a job.
  - 12.02 Drill holes in metal, wood, and concrete for electrical wiring.
  - 12.03 Lay out electrical devices, complying with regulations.
  - 12.04 Install the following, complying with the appropriate local, state, or national electric codes:
    - a. Conductors and cable
    - b. Standard outlets and switch boxes
    - c. Explain cord connections on major appliances
    - d. Cords switches, receptacles, and dimmers, including a single-pole switched lighting circuit, a three-way switched lighting circuit, and a four-way combination circuit.
- 13.0 Demonstrate an understanding of basic Direct-Current (DC) electrical-circuit skills--The student will be able to:
- 13.01 Define the terms "voltage," "current," "resistance," "power," and "energy."
  - 13.02 Measure voltage, amperage, and resistance, using a Volt-Ohm Meter (VOM) and a Digital Volt-Ohm Meter (DVM).

- 13.03 Analyze, and explain a series, series-parallel, and parallel circuit.
  - 13.04 Draw each type of circuit and calculate the circuit values.
  - 13.05 Explain and apply Ohm's Law.
  - 13.06 Compute conductance and resistance of conductors and insulators.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas--The student will be able to:
- 14.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM1.0
  - 14.02 Locate, organize and reference written information from various sources. CM3.0
  - 14.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM5.0
  - 14.04 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM6.0
  - 14.05 Apply active listening skills to obtain and clarify information. CM7.0
  - 14.06 Develop and interpret tables and charts to support written and oral communications. CM8.0
  - 14.07 Exhibit public relations skills that aid in achieving customer satisfaction. CM10.0
- 15.0 Demonstrate mathematics knowledge and skills--The student will be able to:
- 15.01 Demonstrate knowledge of arithmetic operations. AF3.2
  - 15.02 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
  - 15.03 Construct charts/tables/graphs using functions and data. AF3.5
- 16.0 Demonstrate an understanding of basic electricity--The student will be able to:
- 16.01 Explain the principles of electromagnetism.
  - 16.02 Explain the magnetic properties of circuits and devices.
  - 16.03 Relate electricity to the nature of matter.
  - 16.04 Describe various ways that electricity is produced.
- 17.0 Read and interpret basic electric codes--The student will be able to:
- 17.01 Describe the importance of following the local, state and national electric codes.
  - 17.02 Read and interpret basic electric codes, wiring plans and specifications.
  - 17.03 Identify licensure requirements for electrical occupations.
  - 17.04 Demonstrate knowledge of National Fire Protection Agency (NFPA) 70E and how it relates to job safety.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Introduction to Alternative Energy  
**Course Number:** 8006120  
**Course Credit:** 1

**Course Description:**

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
<b>Algebra 1</b>	**	<b>Biology 1</b>	2/56 4%	<b>Anatomy/Physiology Honors</b>	2/53 4%	<b>Astronomy Solar/Galactic Honors</b>	5/52 10%
<b>Algebra 2</b>	**	<b>Chemistry 1</b>	3/55 5%	<b>Genetics</b>	2/35 6%	<b>Marine Science 1 Honors</b>	6/42 14%
<b>Geometry</b>	**	<b>Physics 1</b>	8/53 15%	<b>Earth-Space Science</b>	3/58 5%	<b>Physical Science</b>	7/56 13%

\*\* Alignment pending

# Alignment attempted, but no correlation to academic course.

18.0 Discuss the value of alternative energy--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.E.6.6; SC.912.L.17.11, 17; SC.912.N.1.1; SC.912.P.10.1, 2

- 18.01 Investigate the reasons for seeking alternatives to fossil fuels.
- 18.02 Summarize the contributions to world energy supplies of conventional alternatives to fossil fuels.
- 18.03 Discuss the three alternative energy sources that are currently the most developed and widely used (hydroelectric, nuclear, and biomass).

19.0 Investigate the viability of biomass and biofuel--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 MA.912.S.3.2; SC.912.L.17.19, 20

- 19.01 Discuss the major sources of biomass.
- 19.02 Define biofuels (e. g. ethanol, biodiesel, and methanol).
- 19.03 Outline the pyramid energy flow including the different trophic levels.

- 19.04 Describe the major sources, scale, and impacts of biomass energy.
- 19.05 Draw and label a diagram of biomass plantations.
- 19.06 List the advantages and disadvantages of using biomass for energy (e.g. CO<sub>2</sub> emissions, photosynthetic efficiency, cost, etc.).

20.0 Describe the importance of professional ethics and legal responsibilities--The student will be able to:

- 20.01 Evaluate and justify decisions based on ethical reasoning. ELR1.0
- 20.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
- 20.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2
- 20.04 Interpret and explain written organizational policies and procedures. ELR2.0

21.0 Investigate the use of nuclear power--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:

MA.912.S.3.2; SC.912.E.6.6; SC.912.L.17.11; SC.912.N.4.2

- 21.01 Explain the process of nuclear fission.
- 21.02 Define radio-isotopes and half-life.
- 21.03 Evaluate the advantages and disadvantages of nuclear power.
- 21.04 Draw and label a diagram of a Light-Water Reactor (LWR) (e.g. control rods, coolant, containment vessel, dry casks, turbine, etc.).
- 21.05 Describe nuclear energy and how it is harnessed.
- 21.06 Describe the Chernobyl Nuclear Power Plant accident.
- 21.07 Outline the societal debate over nuclear power.

22.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The students will be able to:

- 22.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
- 22.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. LT3.0
- 22.03 Conduct and participate in meetings to accomplish work tasks. LT4.0
- 22.04 Employ mentoring skills to inspire and teach others. LT5.0

23.0 Investigate the viability of solar energy--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:

MA.912.S.3.2; SC.912.E.6.6; SC.912.L.17.11; SC.912.P.10.1, 13, 18; SC.912.P.12.9

- 23.01 Describe solar energy and how it is harnessed.
- 23.02 Explain the significance and historical foundations of solar energy and its pioneers (Horace de Saussure and Clarence Kemp).
- 23.03 Explain the difference between passive solar and active solar.
- 23.04 Draw and label a diagram of PV cells (e.g. array, panel, module, boron-enriched silicon).

- 23.05 Describe a central receiver system.
- 23.06 Draw and label a diagram of a solar thermal plant.
- 23.07 Evaluate the advantages and disadvantages of using solar energy.

24.0 Demonstrate personal money-management concepts, procedures, and strategies--The students will be able to:

- 24.01 Identify and describe the services and legal responsibilities of financial institutions. FL2.0
- 24.02 Describe the effect of money management on personal and career goals. FL3.0
- 24.03 Develop a personal budget and financial goals. FL3.1
- 24.04 Complete financial instruments for making deposits and withdrawals. FL3.2
- 24.05 Maintain financial records. FL3.3
- 24.06 Read and reconcile financial statements. FL3.4
- 24.07 Research, compare and contrast investment opportunities.

25.0 Investigate the viability of wind energy--The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:  
 SC.912.E.6.6; SC.912.L.11, 19; SC.912.P.10.1

- 25.01 Describe wind energy and the way it is harnessed.
- 25.02 Explain the significance of wind energy and its pioneers (Charles Brush).
- 25.03 Define kinetic energy.
- 25.04 List and describe the topography and weather patterns of the states that are considered the "Saudi Arabia of wind power."
- 25.05 Explain the acronym NIMBY (Not In My Backyard).
- 25.06 Explain why farmers and ranchers are amenable to wind technology.
- 25.07 Evaluate the advantages and disadvantages to wind technology.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Electricity 2  
**Course Number:** 8727220  
**Course Credit:** 1

**Course Description:**

This course enables students to develop competencies related to math and science applications in electricity.

- 26.0 Apply mathematics knowledge and skills to electricity--The student will be able to:
- 26.01 Demonstrate Solve basic algebraic formulas related to electricity.
  - 26.02 Solve basic trigonometric functions related to electrical theory.
  - 26.03 Explain basic AC theory and solve related mathematical problems using appropriate test equipment.
  - 26.04 Solve math-related problems from measurements on training aids. (Optional)
- 27.0 Demonstrate further understanding of electricity--The student will be able to:
- 27.01 Explain molecular action as a result of temperature extremes, chemical reaction and moisture content.
  - 27.02 Explain how voltage is produced by chemical, mechanical, thermal, photoelectric and piezo electric means.
  - 27.03 Identify electrical symbols in construction documents.
- 28.0 Solve problems using critical thinking skills, creativity and innovation--The student will be able to:
- 28.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
  - 28.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS2.0
  - 28.03 Identify and document workplace performance goals and monitor progress toward those goals. PS3.0
  - 28.04 Conduct technical research to gather information necessary for decision-making. PS4.0
- 29.0 Demonstrate language arts knowledge and skills--The students will be able to: AF2.0
- 29.01 Locate, comprehend and evaluate key elements of oral and written information. AF2.4
  - 29.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. AF2.5
  - 29.03 Present information formally and informally for specific purposes and audiences. AF2.9
- 30.0 Demonstrate science knowledge and skills--The students will be able to: AF4.0
- 30.01 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

30.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.AF4.3