

# CTE (2013): Grades 7, 8

Adopted 2013

## 4C/Creativity, Critical Thinking, Communication and Collaboration

### 4C1. Students will think and work creatively to develop innovative solutions to problems and opportunities. 4C1

- a. Develop original solutions, products and services to meet a given need. 4C1.A
  - m. Analyze elements of a problem to develop creative solutions. 4C1.A.4.M
  - m. Explain how a recently developed product or service fulfills a human need or desire. 4C1.A.5.M
  - m. Describe how past experiences can inform current problem solving. 4C1.A.6.M
- b. Work creatively with others to develop solutions, products and services. 4C1.B
  - m. Explain how multiple people can develop better solutions than an individual. 4C1.B.4.M
  - m. Explain how multiple people and perspectives can develop better ideas than an individual. 4C1.B.5.M
  - m. Explain how multiple people and perspectives can improve an existing product or process better than an individual. 4C1.B.6.M

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**4C2. Students will formulate and defend judgments and decisions by employing critical thinking skills. 4C2**

- a. Develop effective resolutions for a given problem, decision or opportunity using available information. 4C2.A
  - m. Analyze symptoms to identify the root cause of a problem. 4C2.A.5.M
  - m. Develop multiple resolutions for a given problem, decision or opportunity. 4C2.A.6.M
  - m. Identify problems that became worse due to poorly thought out or poorly informed solutions. 4C2.A.7.M
  - m. Explain how implementation of a solution or action may affect one or more corresponding systems. 4C2.A.8.M
  - m. Explain how different resolutions may be appropriate under different circumstances. 4C2.A.9.M
  - m. Explain the process for choosing an action or making a decision. 4C2.A.10.M
- b. Develop and implement a resolution for a new situation using personal knowledge and experience. 4C2.B
  - m. Analyze problems to determine what past experiences might be related and relevant. 4C2.B.3.M
  - m. Analyze a problem to determine how it relates to existing knowledge. 4C2.B.4.M

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**4C3. Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. 4C3**

- a. Communicate thoughts and feelings with others using verbal and non-verbal language. 4C3.A
    - m. Conduct a shared dialogue with others on a common problem or task. 4C3.A.5.M
    - m. Predict how a person's emotions may influence his/her communication. 4C3.A.6.M
    - m. Explore non-verbal and non-written means of communication. 4C3.A.7.M
    - m. Implement effective listening skills in resolving a situation. 4C3.A.8.M
  - b. Work collaboratively with others. 4C3.B
    - m. Use idea generating practices as part of a group. 4C3.B.4.M
    - m. Describe ways to facilitate group collaboration. 4C3.B.5.M
    - m. Demonstrate the use of various tools to communicate effectively with an individual or a group. 4C3.B.6.M
  - c. Use interpersonal skills to resolve conflicts with others in an ethical manner. 4C3.C
    - m. Resolve a conflict with another person with assistance. 4C3.C.4.M
    - m. Contribute to resolving conflicts that occur within a team or group. 4C3.C.5.M
    - m. Explore the ethical considerations of a current or historical action or decision. 4C3.C.6.M
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## CD/Career Development

### **CD1. Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD1**

- a. Identify person strengths, aptitudes and passions. CD1.A
  - m. Assess personal strengths, aptitudes and passions related to potential future careers CD1.A.2.M
- b. Demonstrate effective decision-making, problem solving and goal setting. CD1.B
  - m. Develop effective coping skills for dealing with problems. CD1.B.3.M
  - m. Identify long and short-term goals. CD1.B.4.M
- c. Interact effectively with others in similar and diverse teams. CD1.C
  - m. Distinguish between appropriate and inappropriate behavior in a team setting. CD1.C.5.M
  - m. Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others. CD1.C.6.M
  - m. Display cooperative behavior and identify personal strengths and assets in groups. CD1.C.7.M
  - m. Show respect and appreciation for individual and cultural differences in groups. CD1.C.8.M
- d. Apply a range of relevant decision-making strategies. CD1.D
  - m. Evaluate the positive and negative implications of personal decisions. CD1.D.3.M
  - m. Apply decision-making strategies to personal and team interactions. CD1.D.4.M

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### **CD2. Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals. CD2**

- a. Apply academic experiences to the world of work, inter-relationships and the community. CD2.A
  - m. Practice balancing school, studies, co-curricular activities, leisure time and family life. CD2.A.1.M
  - m. Describe a diverse range of opportunities available beyond high school. CD2.A.2.M
- b. Assess attitudes and skills that contribute to successful learning in school and across the life span. CD2.B
  - m. Assess changes due to influences and shifts in regional, national and global economies related to career opportunities. CD2.B.4.M
  - m. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. CD2.B.5.M
  - m. Research local and regional labor market and job growth information to analyze career opportunities. CD2.B.6.M

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**CD3. Students will create and manage a flexible and responsive individualized learning plan to meet their career goals. CD3**

- a. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. **CD3.A**
  - m. Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement. **CD3.A.5.M**
  - m. Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. **CD3.A.6.M**
  - m. Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway. **CD3.A.7.M**
  - m. Choose career opportunities that appeal to personal career goals. **CD3.A.8.M**
  - m. Use assessment results in educational planning including career awareness. **CD3.A.9.M**
- b. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions. **CD3.B**
  - m. Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals. **CD3.B.2.M**
  - m. Demonstrate openness to exploring a wide range of occupations and career pathways. **CD3.B.3.M**
- c. Employ career management strategies to achieve future career success and satisfaction. **CD3.C**
  - m. Identify work values and needs. **CD3.C.3.M**
  - m. Define adaptability and flexibility in the world of work. **CD3.C.4.M**

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**CD4. Students will identify and apply employability skills. CD4**

- a. Identify and demonstrate positive work behaviors and personal qualities needed to be employable. CD4.A
    - m. Demonstrate self-discipline, self-worth, positive attitude and integrity. CD4.A.3.M
    - m. Demonstrate flexibility and willingness to learn new knowledge and skills. CD4.A.4.M
    - m. Identify positive work-qualities typically desired in each of the career cluster's pathways. CD4.A.5.M
  - b. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. CD4.B
    - m. Identify the components of a job description. CD4.B.2.M
    - m. Use technology to assist in career exploration and job-seeking activities. CD4.B.3.M
    - m. Compare and contrast personal attributes with employment needs and trends. CD4.B.4.M
  - c. Identify and exhibit traits for retaining employment. CD4.C
    - m. Demonstrate the behavior and etiquette appropriate to interactions with adults. CD4.C.2.M
    - m. Distinguish between appropriate behaviors in a social vs. professional setting. CD4.C.3.M
  - d. Develop positive relationships with others. CD4.D
    - m. Interact with others in a respectful and non-judgmental manner. CD4.D.3.M
    - m. Use cooperative behavior in helping peers accomplish goals and tasks. CD4.D.4.M
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**EHS1. Students will identify the importance and interrelationships of health, safety and environmental systems and evaluate the impacts of these systems on organizational performance for continuous improvement. EHS1**

- a. Assess the interdependency among natural and human-built systems, including social, ecological and economic health. EHS1.A
    - m. Describe the process of change, flow of energy and the importance of diversity in natural and human-built systems. EHS1.A.5.M
    - m. Compare ways in which social, ecological and economic systems have been managed. EHS1.A.6.M
    - m. Analyze the impact of personal choices regarding natural and human-built systems on future actions. EHS1.A.7.M
    - m. Evaluate the advantages and disadvantages of short-term and long-term solutions and the impacts on social, ecological and economic environments. EHS1.A.8.M
  - b. Engage in systems thinking and inquiry processes that identify problems while analyzing the impacts of decisions made now and in the future. EHS1.B
    - m. Evaluate consequences of a variety of approaches on social, ecological and environmental systems. EHS1.B.3.M
    - m. Plan investigations to collect information, make predictions and offer explanations about the social, economic, and ecological questions asked. EHS1.B.4.M
  - c. Develop solutions to social, economic and ecological problems without compromising the ability of future generations to meet their needs. EHS1.C
    - m. Give examples of education, economic and governmental institutions' and individuals' influence on social, economic and ecological systems. EHS1.C.4.M
    - m. Explain the political, legal or economic reasons for resolving local, state and national social, economic or ecological issues. EHS1.C.5.M
    - m. Develop a plan for personal contribution toward improving or maintaining some part of the social, economic or ecological system. EHS1.C.6.M
  - d. Implement personal and jobsite safety rules and regulations to maintain and improve safe and healthful working conditions and environments. EHS1.D
    - m. Identify the relationships between school and community conditions with regard to personal and environmental health and safety. EHS1.D.4.M
    - m. Recognize and use systems in school and in the community that protect and enhance personal, environmental health and safety. EHS1.D.5.M
    - m. Discuss employee rights and responsibilities and how to apply them in a workplace setting. EHS1.D.6.M
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**GCA/Global and Cultural Awareness**

**GCA1. Students will propose solutions and initiatives related to global issues. GCA1**

- a. Evaluate the effects of diversity encountered through interactions with people in or from other parts of the community, state, nation and world. **GCA1.A**
  - m. Explain reasons people are different based on where in the world they live. **GCA1.A.4.M**
  - m. Describe reasons why communities develop differently. **GCA1.A.5.M**
  - m. Describe the effects of diverse groups moving into the same community. **GCA1.A.6.M**
- b. Explain how events in one part of the world affect nations, communities and individuals in other parts of the world. **GCA1.B**
  - 4m. Explain how an event in one part of the world caused an effect in another part of the world. **GCA1.B.4M**
  - m. Describe how personal conflicts can lead to larger scale conflicts between groups of people. **GCA1.B.5.M**
  - m. Explain how diversity can affect challenges and crises. **GCA1.B.6.M**
- c. Explain how diverse groups of people can work together to overcome local, national, regional and global crises. **GCA1.C**
  - m. Discuss examples of diverse groups working together to make the world better. **GCA1.C.4.M**
  - m. Discuss examples of diverse nations collaborating to make the world better. **GCA1.C.5.M**
  - m. Explain how diverse nations can accomplish tasks a single nation could not. **GCA1.C.6.M**

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**GCA2. Students will assess the benefits and challenges of working in diverse settings and on diverse teams. GCA2**

- a. Work effectively with diverse individuals in a variety of settings and contexts. GCA2.A
    - m. Explain how people differ in the way they see the world and their experiences. GCA2.A.3.M
    - m. Describe ways to collaborate in the presence of language, personality and cultural differences. GCA2.A.4.M
    - m. Demonstrate mutual respect and open dialogue with individuals representing diverse cultures, beliefs and lifestyles. GCA2.A.5.M
  - b. Develop innovative solutions and initiatives as part of a diverse team. GCA2.B
    - m. Describe the value of traits, beliefs and experiences of others that differ from self. GCA2.B.4.M
    - m. Demonstrate ability to learn from and work collaboratively with individuals representing diverse cultures, beliefs and lifestyles. GCA2.B.5.M
    - m. Contrast the capabilities of diverse teams with those of homogeneous teams. GCA2.B.6.M
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## IMT/Information, Media and Technology Skills

### **IMT1. Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. IMT1**

- a. Choose appropriate sources of data and information for a given purpose. **IMT1.A**
  - m. Compare and contrast the benefits and drawbacks of various information sources. **IMT1.A.3.M**
  - m. Explain how information can be portrayed differently by groups with varying purposes and perspectives. **IMT1.A.4.M**
  - m. Use information sources to support an argument, idea or initiative. **IMT1.A.5.M**
  - h. Justify the selection of various information sources for a given purpose. **IMT1.A.6.H**
  - h. Explain the level of objectivity for a given source of information. **IMT1.A.7.H**
  - h. Model how raw data can be applied differently to support opposing arguments or premises. **IMT1.A.8.H**
- b. Determine the relevance, validity and timeliness of data and information. **IMT1.B**
  - m. Distinguish the differences between raw data and information. **IMT1.B.4.M**
  - m. Demonstrate ability to gather information from electronic and non-electronic sources. **IMT1.B.5.M**
  - m. Analyze various sources of data and information for relevance, validity and timeliness. **IMT1.B.6.M**
- c. Select relevant information necessary for making decisions and solving problems. **IMT1.C**
  - m. Evaluate the relevance and reliability of various sources of information. **IMT1.C.3.M**
  - m. Contrast the appropriateness of data and information from different sources for different purposes. **IMT1.C.4.M**
- d. Apply data and information to communicate ideas and create new opportunities. **IMT1.D**
  - m. Demonstrate how information analysis can be used to identify entrepreneurial opportunities. **IMT1.D.3.M**
  - m. Incorporate information from multiple sources to communicate a new idea or support an argument. **IMT1.D.4.M**
  - m. Apply a system for tracking and accessing data and information from multiple sources. **IMT1.D.5.M**

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**IMT2. Students will apply information literacy skills to access and evaluate media to design and produce media products. IMT2**

- a. Analyze media messages to determine biases and objectivity. **IMT2.A**
  - m. Explain the benefits and drawbacks of various forms of media. **IMT2.A.4.M**
  - m. Explain how media content is portrayed differently by groups with varying purposes and perspectives. **IMT2.A.5.M**
  - m. Explain how information is manipulated in media depending on the intended audience. **IMT2.A.6.M**
- b. Prepare media products in order to communicate a specific message. **IMT2.B**
  - m. Create media products using common principles of graphic design. **IMT2.B.2.M**
  - m. Explain how various elements of media combine to deliver a desired message. **IMT2.B.3.M**

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**IMT3. Students will use available information and communication technology to improve productivity, solve problems and create opportunities. IMT3**

- a. Adopt new technological tools to increase personal and organizational productivity. **IMT3.A**
    - m. Apply the use of data management tools in daily activities. **IMT3.A.5.M**
    - m. Demonstrate the ability to use electronic communication technology. **IMT3.A.6.M**
    - m. Apply the use of technological tools for managing calendars, schedules and work flow. **IMT3.A.7.M**
    - m. Explain how technology can detract from personal and organizational productivity. **IMT3.A.8.M**
  - b. Select and use communication and information technology to help solve problems and provide opportunities. **IMT3.B**
    - m. Apply communication and information technology to the various elements of a problem. **IMT3.B.4.M**
    - m. Explain how communication and information technology have helped address national and global problems. **IMT3.B.5.M**
    - m. Use communication and information technology to pursue a new opportunity. **IMT3.B.6.M**
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## LE/Leadership

### **LE1. Students will apply leadership skills in real-world, family, community and business and industry applications. LE1**

- a. Implement leadership skills to accomplish team goals and objectives. **LE1.A**
  - m. Exhibit skills such as empowerment, risk-taking, communication, focusing on results, decision-making, problem solving and investment in individuals when leading a group in solving a problem. **LE1.A.5.M**
  - m. Consider issues related to self, team, community, diversity, environment and global awareness when leading others. **LE1.A.6.M**
  - m. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential. **LE1.A.7.M**
  - m. Explain leadership in relation to trust, positive attitude, integrity, willingness and commitment to accept key responsibilities in a group project. **LE1.A.8.M**
  - m. Build interest, guide and influence decisions organize efforts and involve members of a group. **LE1.A.9.M**
- b. Employ teamwork skills to achieve collective goals and use team members/talents effectively. **LE1.B**
  - m. Involve of all members during group discussions. **LE1.B.4.M**
  - m. Demonstrate teamwork skills through working cooperatively with group members, group leader and others, both in the school and in the community, to achieve group objective. **LE1.B.5.M**
  - m. Demonstrate a positive attitude and a commitment toward achieving team goals. **LE1.B.6.M**
- c. Identify the role of community service and service learning in family, community and business and industry. **LE1.C**
  - m. Analyze the roles and responsibilities of citizenship. **LE1.C.3.M**
  - m. Select and develop a community service activity/event. **LE1.C.4.M**
  - m. Show organizational skills necessary to be a successful leader and citizen and practice those skills in real-life situations. **LE1.C.5.M**