

Middle School CTAE Standards (2020) - Grade 6

Adopted 2020

Agriculture, Food & Natural Resources Exploring Agriculture Education Grade 6 (2.012)

AFNR-MSAGED6-2. Demonstrate the importance of agriculture. AFNR-MSAGED6-2

1. Describe and explain the impact of agriculture on daily life. AFNR-MSAGED6-2.1
3. Identify the sources of different types of food and fiber. AFNR-MSAGED6-2.3
4. Analyze the impact and changes throughout the history of American agriculture. AFNR-MSAGED6-2.4
2. Describe and demonstrate safe operation of agricultural lab equipment. AFNR-MSAGED6-2.2

AFNR-MSAGED6-3. Investigate the impact of Georgia agriculture. AFNR-MSAGED6-3

1. Summarize the importance of agriculture to Georgia's economy. AFNR-MSAGED6-3.1
2. Identify the top ten agricultural commodities and the impact they have on Georgia and the local community. AFNR-MSAGED6-3.2
3. Locate and map distinct agricultural commodities in Georgia. AFNR-MSAGED6-3.3

AFNR-MSAGED6-4. Establish an understanding of Agricultural Education Programs. AFNR-MSAGED6-4

1. Name the three parts of the agricultural program. AFNR-MSAGED6-4.1
2. Explain the history, mission, and benefits of FFA. AFNR-MSAGED6-4.2
3. Describe examples of a Supervised Agricultural Experience (SAE) Program. AFNR-MSAGED6-4.3
4. Develop a Supervised Agricultural Experience (SAE) Program based on career goals and industry needs for each individual. AFNR-MSAGED6-4.4

AFNR-MSAGED6-5. Express knowledge of the area of horticulture. AFNR-MSAGED6-5

1. Define Horticulture. AFNR-MSAGED6-5.1

2. Examine the horticulture industry and the role it plays within the agriculture industry. [AFNR-MSAGED6-5.2](#)
3. Identify the four areas of the horticulture industry: Floriculture, Olericulture, Nursery/Landscape, Pomology. [AFNR-MSAGED6-5.3](#)

AFNR-MSAGED6-6. Demonstrate an understanding of the area of animal science. [AFNR-MSAGED6-6](#)

1. Define key terminology related to animal science. [AFNR-MSAGED6-6.1](#)
2. Analyze the role, importance, and scope of livestock and companion animals. [AFNR-MSAGED6-6.2](#)
3. Identify products and byproducts from livestock animals. [AFNR-MSAGED6-6.3](#)

AFNR-MSAGED6-7. Describe examples of careers in agriculture. [AFNR-MSAGED6-7](#)

1. Investigate aspects of agriculture careers. [AFNR-MSAGED6-7.1](#)

Exploring Audio/Video Broadcast & Film Grade 6 (10.011)

AAVTC-MSAVTF6-2. Explore the history of broadcasting & film production. [AAVTC-MSAVTF6-2](#)

1. Explore the history of broadcasting & film production. [AAVTC-MSAVTF6-2.1](#)
2. Identify the various careers associated with the broadcasting and film production industries. [AAVTC-MSAVTF6-2.2](#)
3. Identify the areas of safety when utilizing the internet and other online platforms. [AAVTC-MSAVTF6-2.3](#)
4. Identify the types of writing that is required for television, film, and broadcasting industries. [AAVTC-MSAVTF6-2.4](#)
5. Identify the variety of editing platforms such as Avid & Adobe Creative Cloud and their practical Applications. [AAVTC-MSAVTF6-2.5](#)
6. Download Adobe Premiere/spark, iMovie, or Davinci Resolve, etc. and discuss its uses. [AAVTC-MSAVTF6-2.6](#)
7. Explore the communications -procedures, lingo, hierarchy, protocols, etc.- that take place on a movie set. [AAVTC-MSAVTF6-2.7](#)
8. Explore the steps for designing, producing, and presenting a PSA or Commercial. [AAVTC-MSAVTF6-2.8](#)

AAVTC-MSAVTF6-3. Discover the proper safety utilized in the industry. [AAVTC-MSAVTF6-3](#)

1. Discuss safety -proper use of camera, computer, microphones, lighting, grip & rigging equipment-. [AAVTC-MSAVTF6-3.1](#)

2. Explore the structure/hierarchy on a studio or movie set. [AAVTC-MSAVTF6-3.2](#)
 3. Explore the salaries and pay associated with broadcasting & film work. [AAVTC-MSAVTF6-3.3](#)
 4. Explore the available careers in Georgia and its growing industry. [AAVTC-MSAVTF6-3.4](#)
-

AAVTC-MSAVTF6-4. Discover the proper safety when utilizing the internet. [AAVTC-MSAVTF6-4](#)

1. Discuss and explore safety measures for internet usage, research, and postings. [AAVTC-MSAVTF6-4.1](#)
 2. Explore the copyright, trademark, pictures, and music legality & permissions. [AAVTC-MSAVTF6-4.2](#)
 3. Research a legal case study or news article of copyright or writing infringement. [AAVTC-MSAVTF6-4.3](#)
 4. Discuss the concept of "free/fair use" and "public domain". [AAVTC-MSAVTF6-4.4](#)
-

AAVTC-MSAVTF6-5. Discover the process for scripts and how they are used in industry. [AAVTC-MSAVTF6-5](#)

1. Discuss the variety of script types for broadcasting, journalism, commercial, cinematic, etc. [AAVTC-MSAVTF6-5.1](#)
 2. Discuss different prewriting materials: outlines, beat sheets, character bios, etc. [AAVTC-MSAVTF6-5.2](#)
 3. Identify the proper script writing procedure with formatting & structure techniques. [AAVTC-MSAVTF6-5.3](#)
 4. Create a storyboard/script for your commercial or PSA. [AAVTC-MSAVTF6-5.4](#)
 5. Identify the proper procedure for pitching a script with story boards, look books, treatments, & pitch deck. [AAVTC-MSAVTF6-5.5](#)
-

AAVTC-MSAVTF6-6. Discover the production processes and how they related to industry. [AAVTC-MSAVTF6-6](#)

1. Explore creative and technical elements of production and post-production. [AAVTC-MSAVTF6-6.1](#)
2. Identify equipment used in film and television production and practice operating it. [AAVTC-MSAVTF6-6.2](#)
3. Explore various types of camera shots and discuss the purpose-s- of each. [AAVTC-MSAVTF6-6.3](#)
4. Discuss the process of executing a project from script to screen. [AAVTC-MSAVTF6-6.4](#)

AAVTC-MSAVTF6-7. Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events. AAVTC-MSAVTF6-7

1. Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA. AAVTC-MSAVTF6-7.1
2. Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development. AAVTC-MSAVTF6-7.2
3. Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs. AAVTC-MSAVTF6-7.3
4. Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities. AAVTC-MSAVTF6-7.4

**Exploring Construction
Grade 6 (46.024)**

ACCT-MSCONST6-2. Explore the careers related to the construction industry. ACCT-MSCONST6-2

1. Identify careers in the construction and project design industries. ACCT-MSCONST6-2.1
2. Identify architects, engineers, project managers, virtual design & construction, & skilled trades. ACCT-MSCONST6-2.2
3. Identify the differences between horizontal and vertical construction. ACCT-MSCONST6-2.3
4. Show examples of each type of construction -horizontal & vertical. ACCT-MSCONST6-2.4
5. Introduce career path opportunities such as technical schools, apprenticeships, on the job learning (OJL), and four-year degree options. ACCT-MSCONST6-2.5
6. Identify and properly use key terms/vocabulary used in the construction trades. ACCT-MSCONST6-2.6

ACCT-MSCONST6-3. Explore and identify the basic hand tools related to the construction industry. ACCT-MSCONST6-3

1. Identify basic hand tools for carpentry, electrical, plumbing, masonry, their purpose and applications with proper safety procedures and PPE. ACCT-MSCONST6-3.1
2. Identify basic layout and measuring tools their purpose and applications. ACCT-MSCONST6-3.2

3. Discuss the differences between level, plumb, & square. [ACCT-MSCONST6-3.3](#)
 4. Demonstrate the use of the measuring tape, speed square, framing square, spirit levels, (builders and/or laser), plumb bob, and chalk line. [ACCT-MSCONST6-3.4](#)
 5. Identify the various screwdriver types, sockets and ratchet sets, and wrenches. [ACCT-MSCONST6-3.5](#)
 6. Identify basic cutting tools. [ACCT-MSCONST6-3.6](#)
 7. Identify basic earth moving tools such as round shovel, square shovel, heavy rake, post hole diggers, and come along's. [ACCT-MSCONST6-3.7](#)
-

ACCT-MSCONST6-4. Explore the basic power tools related to the construction industry [ACCT-MSCONST6-4](#)

1. Identify basic power tools for carpentry, electrical, plumbing, masonry, their purposes, and applications with proper safety procedures and PPE. [ACCT-MSCONST6-4.1](#)
 2. Identify the differences between blades utilized in the reciprocating/saber saw. [ACCT-MSCONST6-4.2](#)
 3. Identify the differences between the various bits and drivers utilized in drills/impact drivers. [ACCT-MSCONST6-4.3](#)
 4. identify the different types of routers and their bits. [ACCT-MSCONST6-4.4](#)
 5. Identify the various types of blades used in construction. [ACCT-MSCONST6-4.5](#)
-

ACCT-MSCONST6-5. Explore the various types of materials utilized in the construction industry. [ACCT-MSCONST6-5](#)

1. Identify the difference between nominal and dimensional lumber. [ACCT-MSCONST6-5.1](#)
 2. Identify the difference between OSB, plywood, engineered lumber, etc. [ACCT-MSCONST6-5.2](#)
 3. Identify the different species of lumber utilized in the construction trades. [ACCT-MSCONST6-5.3](#)
 4. Identify the proper use of pressure treated lumber. [ACCT-MSCONST6-5.4](#)
 5. Identify the different gauges, varieties, and uses of metal framing systems and attaching hardware. [ACCT-MSCONST6-5.5](#)
-

ACCT-MSCONST6-6. Explore the safe and proper use of tools and equipment utilized in the construction industry. [ACCT-MSCONST6-6](#)

1. Demonstrate the safe and proper use of the measuring tape. [ACCT-MSCONST6-6.1](#)

2. Demonstrate the safe and proper layout procedure for marking a board to be cut. [ACCT-MSCONST6-6.2](#)
 3. Demonstrate the safe and proper use of basic hand tools with proper PPE. [ACCT-MSCONST6-6.3](#)
 4. Demonstrate the safe and proper use of basic power tools & equipment utilized in the construction classroom/lab with proper PPE. [ACCT-MSCONST6-6.4](#)
-

ACCT-MSCONST6-7. Explore the various types of fasteners utilized in the construction industry. [ACCT-MSCONST6-7](#)

1. Identify the various types of fasteners used in the construction industry. [ACCT-MSCONST6-7.1](#)
 2. Demonstrate the safe and proper method for fastening lumber together (nails & screws). [ACCT-MSCONST6-7.2](#)
 4. Demonstrate the safe attachment of metal studs to metal track. [ACCT-MSCONST6-7.4](#)
 3. Demonstrate the installation & removal of the various fasteners used in the construction industry. [ACCT-MSCONST6-7.3](#)
 5. Demonstrate the safe attachment of rivets into metal track. [ACCT-MSCONST6-7.5](#)
-

ACCT-MSCONST6-8. Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events. [ACCT-MSCONST6-8](#)

1. Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA. [ACCT-MSCONST6-8.1](#)
 2. Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development. [ACCT-MSCONST6-8.2](#)
 3. Explore the impact and opportunities that SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs. [ACCT-MSCONST6-8.3](#)
 4. Explore the local, state, and national opportunities available to students through participation in SkillsUSA, including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities. [ACCT-MSCONST6-8.4](#)
-

**Family and Consumer
Science Grade 6 (20.011)**

MSFCS6-CD-1. Demonstrate employability skills required by business and industry. [MSFCS6-CD-1](#)

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. [MSFCS6-CD-1.1](#)

2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. [MSFCS6-CD-1.2](#)
 3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. [MSFCS6-CD-1.3](#)
 4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. [MSFCS6-CD-1.4](#)
 5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. [MSFCS6-CD-1.5](#)
 6. Present a professional image through appearance, behavior and language. [MSFCS6-CD-1.6](#)
-

MSFCS6-CD-2. Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events. [MSFCS6-CD-2](#)

1. Research the history of FCCLA. [MSFCS6-CD-2.1](#)
 2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA. [MSFCS6-CD-2.2](#)
 3. Explain how active participation in FCCLA can promote lifelong responsibility for community service, professional growth, and personal development. [MSFCS6-CD-2.3](#)
 4. Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course. [MSFCS6-CD-2.4](#)
-

MSFCS6-CD-3. Apply principles of nutrition and food science and their relationships to human growth, development, health and wellness using technology and hands-on experiences to support informed decision-making skills needed to maintain a healthy lifestyle. [MSFCS6-CD-3](#)

1. Understand and apply proper practices of food safety and sanitation, such as using the "Fight Bac Four C's". [MSFCS6-CD-3.1](#)
2. Demonstrate and explain why proper hand-washing procedures should be used. [MSFCS6-CD-3.2](#)
3. Identify reliable nutritional sources of information, such as the Dietary Guidelines for Americans, Dietary Recommended Intake, ChooseMyPlate, BMI calculator, the Food and Drug Administration, and USDA Team Nutrition. [MSFCS6-CD-3.3](#)
4. Discuss the five food groups and apply ways a pre-teen/teenager could reach each recommended serving in a day. [MSFCS6-CD-3.4](#)

5. Distinguish between the correct use of liquid and dry measuring utensils. [MSFCS6-CD-3.5](#)
6. Describe how to use and care for basic kitchen equipment. [MSFCS6-CD-3.6](#)

MSFCS6-CD-4. Identify and apply culinary-related knowledge, technology and skills necessary for food preparation and service in a safe and sanitary work environment. [MSFCS6-CD-4](#)

1. Understand basic kitchen equipment and identify their proper safe functions and uses. [MSFCS6-CD-4.1](#)
2. Recognize basic kitchen safety procedures and sanitation techniques. [MSFCS6-CD-4.2](#)
3. Understand foundational cooking techniques (i.e. knife skills, cooking methods, garnishes, portioning, plating, and presentation). [MSFCS6-CD-4.3](#)
4. Understand the importance of "mise en place". [MSFCS6-CD-4.4](#)
5. Plan and prepare a healthy snack for a pre-teen/teenager listing ingredients, preparation, group work-plan and clean-up steps. [MSFCS6-CD-4.5](#)

MSFCS6-CD-5. Analyze factors (social, psychological, cultural, economic) affecting fibers and apparel decisions for individuals and families and their overall impact. [MSFCS6-CD-5](#)

1. Describe buying and caring for clothing while considering variety, quality, price, service, and location. [MSFCS6-CD-5.1](#)
2. Compare and contrast the difference between care labels and hang tags. [MSFCS6-CD-5.2](#)
3. Discuss and identify manufactured versus natural fibers. [MSFCS6-CD-5.3](#)
4. Differentiate clothing needs while understanding the fashion terms and how to categorize your wardrobe inventory. [MSFCS6-CD-5.4](#)

MSFCS6-CD-6. Explore factors (social, psychological, cultural, economic) affecting housing and interior design decisions for individuals and families and their overall impact. [MSFCS6-CD-6](#)

1. Identify the needs and wants of individuals in residential and commercial dwellings. (e.g. [MSFCS6-CD-6.1](#))
2. Define the function of space in rooms and analyze traffic patterns according to the needs of the individuals (i.e. types of rooms in homes). [MSFCS6-CD-6.2](#)
3. Define the elements and principles of interior design. [MSFCS6-CD-6.3](#)
4. Label and discuss how the color wheel is constructed. [MSFCS6-CD-6.4](#)

MSFCS6-CD-7. Explore the growth and development of the child, ages birth to

5. MSFCS6-CD-7

1. Define developmental milestones and discuss age appropriate milestones. **MSFCS6-CD-7.1**
2. Identify resources on a variety of platforms to support the growth and development of children including websites, magazines, books, videos, etc. **MSFCS6-CD-7.2**
3. Explore a variety of developmentally appropriate materials to facilitate learning experiences such as books, toys, puzzles, etc. **MSFCS6-CD-7.3**
4. Explore the nutritional needs of children. **MSFCS6-CD-7.4**
5. Demonstrate awareness and respect for diverse needs, such as wheelchair bound, birth defects, chronic illnesses, etc. **MSFCS6-CD-7.5**

MSFCS6-CD-8. Identify the knowledge, skills, and practices of the educational workforce. MSFCS6-CD-8

1. Analyze the roles, responsibilities and the impact of collaboration between family members and the educational workforce. **MSFCS6-CD-8.1**
2. Identify resources on a variety of platforms such as Internet, magazines, books, journals, conferences, etc. to support the educational workforce. **MSFCS6-CD-8.2**
3. Explore career opportunities in the field of education. **MSFCS6-CD-8.3**
4. Explore general safety practices and proper hygiene necessary within educational environments. **MSFCS6-CD-8.4**
5. Analyze strategies to support positive guidance and behaviors. **MSFCS6-CD-8.5**
6. Define and discuss common learning styles in students of all ages. **MSFCS6-CD-8.6**

MSFCS6-CD-9. Explain the relationships of social (family/friends) and financial (money) skills needed to develop personal and business interactions. MSFCS6-CD-9

1. Brainstorm and illustrate the importance of money, budgets, and how to prioritize the use of money and budgets. **MSFCS6-CD-9.1**
2. Classify short-and long-term financial (monetary) goals. **MSFCS6-CD-9.2**
3. Illustrate methods of research for earning income and developing individual and family budgets. **MSFCS6-CD-9.3**

MSFCS6-CD-10. Compare and contrast factors (social, psychological, cultural, economic) affecting consumers (individuals) and business decisions

for individuals and families and how these decisions affect society. MSFCS6-CD-10

1. Define credit and identify types of available credit. MSFCS6-CD-10.1
 2. Demonstrate the effects/costs of bad credit. MSFCS6-CD-10.2
 3. Describe how advertising impacts individual buying decisions. MSFCS6-CD-10.3
 4. Explain the impact of technology on consumers. MSFCS6-CD-10.4
-

**Fire and Emergency
Management Services;
CERT and Homeland
Security (43.041)**

MS-LPSCS-FEMSCH-1. Demonstrate employability skills required by business and industry. MS-LPSCS-FEMSCH-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. MS-LPSCS-FEMSCH-1.1
 2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. MS-LPSCS-FEMSCH-1.2
 3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. MS-LPSCS-FEMSCH-1.3
 4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. MS-LPSCS-FEMSCH-1.4
 5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team-work skills. MS-LPSCS-FEMSCH-1.5
 6. Present a professional image through appearance, behavior, and language. MS-LPSCS-FEMSCH-1.6
-

MS-LPSCS-FEMSCHS-1. Demonstrate employability skills required by business and industry. MS-LPSCS-FEMSCHS-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. MS-LPSCS-FEMSCHS-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. MS-LPSCS-FEMSCHS-1.2
3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. MS-LPSCS-FEMSCHS-1.3

4. Model work-readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. **MS-LPSCS-FEMSCHS-1.4**
 5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. **MS-LPSCS-FEMSCHS-1.5**
 6. Present a professional image through appearance, behavior and language. **MS-LPSCS-FEMSCHS-1.6**
-

MS-LPSCS-FEMSCHS-2. Explore and evaluate careers in Fire and Emergency Management Services and the roles of the various agencies. **MS-LPSCS-FEMSCHS-2**

1. Describe and summarize an understanding of employability skills, including technical skills, needed in public safety professions. **MS-LPSCS-FEMSCHS-2.1**
 2. Identify career options in Fire and Emergency Management Services. **MS-LPSCS-FEMSCHS-2.2**
 3. Explain the qualifications and training for a variety of careers in emergency medical and fire services. **MS-LPSCS-FEMSCHS-2.3**
 4. Determine behavioral preferences and apply an appreciation of diversity to interpersonal situations. **MS-LPSCS-FEMSCHS-2.4**
 5. Identify ways they can prepare for their career. **MS-LPSCS-FEMSCHS-2.5**
 6. Evaluate educational requirements for careers of student interest to create a secondary and post-secondary education plan. **MS-LPSCS-FEMSCHS-2.6**
 7. Students will express an understanding of the code of ethics and character development in the public safety professions. **MS-LPSCS-FEMSCHS-2.7**
 8. Define confidentiality and how it applies to the various public safety careers. **MS-LPSCS-FEMSCHS-2.8**
 9. Students will identify the various background checks that affect employment in the public safety professions. **MS-LPSCS-FEMSCHS-2.9**
-

MS-LPSCS-FEMSCHS-3. Explain the qualifications and training for a variety of careers in emergency medical and fire services. **MS-LPSCS-FEMSCHS-3**

1. Organize the role of various Emergency Management Services in Public Safety and illustrate an understanding of the duties of each agency in a disaster scenario. **MS-LPSCS-FEMSCHS-3.1**
2. Identify major roles and duties that Fire and Emergency Management Services play. **MS-LPSCS-FEMSCHS-3.2**
3. Define jurisdiction and how it applies to emergency services. **MS-LPSCS-FEMSCHS-3.3**
4. Identify the various agencies that comprise the Georgia Public Safety System in Emergency and Fire Management Services. **MS-LPSCS-FEMSCHS-3.4**
5. Describe the various types of fire trucks. **MS-LPSCS-FEMSCHS-3.5**
6. Identify the uses and needs of equipment on a fire truck. **MS-LPSCS-FEMSCHS-3.6**
7. Classify the basic types of fire extinguishers and purposes. **MS-LPSCS-FEMSCHS-3.7**
8. Explain the proper technique for using a fire extinguisher. **MS-LPSCS-FEMSCHS-3.8**
9. Demonstrate the ability to extinguish a fire. **MS-LPSCS-FEMSCHS-3.9**
10. Categorize the uses and purpose of equipment found in an ambulance. **MS-LPSCS-FEMSCHS-3.10**

MS-LPSCS-FEMSCHS-4. Demonstrate the ability to perform head to toe assessments and perform basic life-saving skills. **MS-LPSCS-FEMSCHS-4**

1. Define the basic terminology associated with First Aid/CPR. **MS-LPSCS-FEMSCHS-4.1**
2. Summarize the process needed to perform head-to-toe patient assessments. **MS-LPSCS-FEMSCHS-4.2**
3. Identify the three killers (airway obstruction, bleeding, and shock). **MS-LPSCS-FEMSCHS-4.3**
4. Demonstrate steps of basic life support (BLS) and First Aid. **MS-LPSCS-FEMSCHS-4.4**
5. Demonstrate cardiopulmonary resuscitation on an infant, a child, and an adult (simulate using manikins). **MS-LPSCS-FEMSCHS-4.5**
6. Demonstrate the application, operation, and maintenance of an automated external defibrillator trainer. **MS-LPSCS-FEMSCHS-4.6**
7. Demonstrate the proper application and operation of an Epi-Pen. **MS-LPSCS-FEMSCHS-4.7**

8. Explain and show the proper use and application of pressure bandages, splinting and tourniquets. [MS-LPSCS-FEMSCHS-4.8](#)
 9. Demonstrate the skills needed to become certified in Stop the Bleed. [MS-LPSCS-FEMSCHS-4.9](#)
 10. Recognize and assess the signs of a drug overdose and the use of Narcan. [MS-LPSCS-FEMSCHS-4.10](#)
-

MS-LPSCS-FEMSCHS-5. Understand the importance of Personal Disaster Planning and will understand what to do in the event of an emergency. [MS-LPSCS-FEMSCHS-5](#)

1. Demonstrate preparing the home, school, and community in advance to minimize disaster repercussions. [MS-LPSCS-FEMSCHS-5.1](#)
2. Identify potentially hazardous conditions in different types of structures and their contents during a disaster. [MS-LPSCS-FEMSCHS-5.2](#)
3. Create and explain the parts and steps needed in a home evacuation fire plan. [MS-LPSCS-FEMSCHS-5.3](#)
4. Evaluate school evacuation routes and predict how obstacles in each path would change evacuation procedures. [MS-LPSCS-FEMSCHS-5.4](#)
5. Assemble and identify the parts needed in a disaster supply kit. [MS-LPSCS-FEMSCHS-5.5](#)
6. Identify and develop the necessary components for a personal family disaster plan. [MS-LPSCS-FEMSCHS-5.6](#)
7. Draw a diagram with evacuation routes for an individual's home. [MS-LPSCS-FEMSCHS-5.7](#)
8. Collect and explain the common hazards most likely found in an individual's home. [MS-LPSCS-FEMSCHS-5.8](#)
9. Identify the role individuals play in fire safety. [MS-LPSCS-FEMSCHS-5.9](#)
10. Identify potential fire risks in the home and school. [MS-LPSCS-FEMSCHS-5.10](#)
11. Identify locations of hazardous materials in the home. [MS-LPSCS-FEMSCHS-5.11](#)
12. Demonstrate the use of safe techniques for debris removal and victim extrication using fulcrums, leverage and cribbing to safely remove the "victim." [MS-LPSCS-FEMSCHS-5.12](#)
13. Describe the most common techniques for searching a structure. [MS-LPSCS-FEMSCHS-5.13](#)

MS-LPSCS-FEMSCHS-6. Describe the roles of the Federal Emergency Management Agency and Georgia Emergency Management Agency in both natural and man-made disasters. MS-LPSCS-FEMSCHS-6

1. Identify and differentiate between natural and man-made disasters. MS-LPSCS-FEMSCHS-6.1
2. Explain the role of FEMA in responding to man-made disasters including terrorism. MS-LPSCS-FEMSCHS-6.2
3. Explain the role of GEMA in responding to man-made disasters including terrorism. MS-LPSCS-FEMSCHS-6.3
4. Describe the role of FEMA in responding to natural disasters. MS-LPSCS-FEMSCHS-6.4
5. Describe the role of GEMA in responding to natural disasters. MS-LPSCS-FEMSCHS-6.5
6. Explain the importance of Homeland Security for terrorism. MS-LPSCS-FEMSCHS-6.6
7. Describe the role of CERT in an emergency situation. MS-LPSCS-FEMSCHS-6.7

MS-LPSCS-FEMSCHS-7. Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events MS-LPSCS-FEMSCHS-7

1. Demonstrate a basic understanding and purpose of SkillsUSA student organization. MS-LPSCS-FEMSCHS-7.1
2. Diagram the relationship between members and the leadership. MS-LPSCS-FEMSCHS-7.2
3. Identify the leadership positions. MS-LPSCS-FEMSCHS-7.3
4. Evaluate behaviors to determine appropriate decorum for meetings. MS-LPSCS-FEMSCHS-7.4
5. Investigate middle school and secondary SkillsUSA participation in chapter meetings. MS-LPSCS-FEMSCHS-7.5
6. Describe competitions at the middle school level and the secondary level. MS-LPSCS-FEMSCHS-7.6
7. Discuss the mission, purpose, motto, pledge, creed and other distinguishing characteristics of SkillsUSA. MS-LPSCS-FEMSCHS-7.7

Foundations of Business Administration (7.083)

MS-BMF-FBA-1. Demonstrate employability skills required by business and industry. MS-BMF-FBA-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. MS-BMF-FBA-1.1

2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. **MS-BMF-FBA-1.2**
3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. **MS-BMF-FBA-1.3**
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. **MS-BMF-FBA-1.4**
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. **MS-BMF-FBA-1.5**
6. Present a professional image through appearance, behavior and language. **MS-BMF-FBA-1.6**

MS-BMF-FBA-2. Demonstrate functional understanding of technology concepts, systems, and their interactivity. **MS-BMF-FBA-2**

1. Trace the evolution of the computer to differentiate among the types of computers, computer systems and their purposes. **MS-BMF-FBA-2.1**
2. Distinguish between the different types, uses, and purposes for computer memory, data storage, operating systems, application software, Internet and related applications. **MS-BMF-FBA-2.2**
3. Apply concepts of file management to organize and manage files and folders; including backing up files **MS-BMF-FBA-2.3**
4. Critique a variety of current and emerging technologies used by society and its potential impact on a business. **MS-BMF-FBA-2.4**

MS-BMF-FBA-3. Integrate technology in a social, legal, ethical, and safe manner to become lifelong digital citizens. **MS-BMF-FBA-3**

1. Differentiate between appropriate technology uses in various environments, such as school, home, and work. **MS-BMF-FBA-3.1**
2. Discuss and explain responsible uses of technology and the consequences for choosing to participate in illegal activities such as plagiarism, piracy and violation of copyright/fair use. **MS-BMF-FBA-3.2**
3. Identify the characteristics and consequences of cyberbullying. **MS-BMF-FBA-3.3**
4. Demonstrate digital netiquette. **MS-BMF-FBA-3.4**
5. Investigate the risks and practice safe, legal, ethical, and responsible use of technology and the Internet. **MS-BMF-FBA-3.5**
6. Create strong passwords, learn strategies to avoid scams and schemes, and analyze privacy policies. **MS-BMF-FBA-3.6**

7. Recognize and explain the need for protecting privacy in order to preserve an online digital footprint. [MS-BMF-FBA-3.7](#)
 8. Investigate the risks of improper use of technology as it relates to the health and wellness of the user (ergonomics, proper posture, etc.). [MS-BMF-FBA-3.8](#)
-

MS-BMF-FBA-4. Use integrated software as a tool to enhance learning and creativity and to increase productivity in developing projects. [MS-BMF-FBA-4](#)

1. Demonstrate effective keyboarding techniques to improve proficiency. [MS-BMF-FBA-4.1](#)
 2. Demonstrate and explain ways to save, organize, and share files between desktop, network, and cloud resources. [MS-BMF-FBA-4.2](#)
 3. Use basic functions of word processing software to compose, design, edit, and print business professional documents. [MS-BMF-FBA-4.3](#)
 4. Use basic functions of presentation software to design a business professional presentation. [MS-BMF-FBA-4.4](#)
 5. Use basic functions of desktop publishing software to create publications using various layouts (business cards, business flyers, company brochures, industry newsletters, etc.) [MS-BMF-FBA-4.5](#)
 6. Use basic functions of spreadsheet software to collect, organize, and present data. [MS-BMF-FBA-4.6](#)
 7. Integrate data between word processing, spreadsheet, presentation, and internet applications. [MS-BMF-FBA-4.7](#)
-

MS-BMF-FBA-5. Apply concepts of effective business communications to relationships as well as documents and correspondence. [MS-BMF-FBA-5](#)

1. Identify and create personal and business correspondence which displays clarity, professionalism, relevancy, and confidentiality. [MS-BMF-FBA-5.1](#)
 2. Compose written correspondence, such as business letters, memos, and electronic mail, using appropriate business professional formats. [MS-BMF-FBA-5.2](#)
 3. Practice and exhibit active listening techniques. [MS-BMF-FBA-5.3](#)
 4. Demonstrate the concepts of collaboration with peers as they relate to successful communication, both personally and professionally. [MS-BMF-FBA-5.4](#)
 5. Display appropriate and professional techniques in public speaking as well as in written and nonverbal communications. [MS-BMF-FBA-5.5](#)
-

MS-BMF-FBA-6. Apply concepts of creating a positive business image and front office environment to serve potential customers. [MS-BMF-FBA-6](#)

1. Explain how businesses compete in the marketplace and project positive customer experiences. [MS-BMF-FBA-6.1](#)
2. Demonstrate proper telephone etiquette, interpersonal communications, front-office conversation techniques, and related functions to create a positive first impression. [MS-BMF-FBA-6.2](#)
3. Distinguish between the various market and promotional niches companies create to separate their brand from competitors. [MS-BMF-FBA-6.3](#)
4. Identify effective use of materials in marketing a product or service. [MS-BMF-FBA-6.4](#)

MS-BMF-FBA-7. Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events. [MS-BMF-FBA-7](#)

1. Research the history of Future Business Leaders of America (FBLA). [MS-BMF-FBA-7.1](#)
2. Discuss the mission, purpose, motto, colors, official dress, and other distinguishing characteristics of FBLA. [MS-BMF-FBA-7.2](#)
3. Explain how participation in FBLA can promote lifelong responsibility for community service, professional growth, and development. [MS-BMF-FBA-7.3](#)
4. Create a personal leadership plan to participate in programs, conferences, community service, and competitive events on the local, state, and national level that align with the competencies, skills, and knowledge of this course. [MS-BMF-FBA-7.4](#)

**Healthcare Diagnostics
and Support Services
(25.033)**

MS-HS-HDSS-1. Demonstrate employability skills required by business and industry. [MS-HS-HDSS-1](#)

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. [MS-HS-HDSS-1.1](#)
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. [MS-HS-HDSS-1.2](#)
3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. [MS-HS-HDSS-1.3](#)
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. [MS-HS-HDSS-1.4](#)
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. [MS-HS-HDSS-1.5](#)

6. Present a professional image through appearance, behavior and language. [MS-HS-HDSS-1.6](#)

MS-HS-HDSS-2. Demonstrate the correct work-safety practices and infection control precautions required to ensure a safe work environment in a healthcare setting. [MS-HS-HDSS-2](#)

1. Identify the proper body mechanics for a safe healthcare work environment. [MS-HS-HDSS-2.1](#)
2. Compare and contrast virus, bacteria, and fungi found in a healthcare work setting. [MS-HS-HDSS-2.2](#)
3. List and organize standard precautions found in a healthcare work setting to protect patients and healthcare workers. [MS-HS-HDSS-2.3](#)
4. Develop and organize the chain of infection and modes of transmission in a healthcare setting. [MS-HS-HDSS-2.4](#)
5. Apply concepts to demonstrate the following skills related to safety and infection control [MS-HS-HDSS-2.5](#)
 - a. Demonstrate proper patient transfer: wheelchair to chair/chair to chair/Demonstrate hand washing/Demonstrate proper donning and removal of PPEs [MS-HS-HDSS-2.5.A](#)
 - b. Infection control: Compare and contrast between a virus, bacteria, and fungi/Identify the modes of transportation [MS-HS-HDSS-2.5.B](#)
 - c. The standard precautions: Demonstrate correct use of PPEs/Demonstrate the correct process for donning and doffing gloves/Blood-borne pathogens training [MS-HS-HDSS-2.5.C](#)
 - d. Correct body mechanics: Demonstrate proper pushing technique/Demonstrate proper pulling technique/Demonstrate proper lifting technique. [MS-HS-HDSS-2.5.D](#)

MS-HS-HDSS-3. Summarize the career aspects and applied anatomy associated with the field of Clinical Lab Diagnostics. [MS-HS-HDSS-3](#)

1. Explore careers in the clinical lab industry. [MS-HS-HDSS-3.1](#)
2. Classify and list medical terminology associated with clinical lab settings. [MS-HS-HDSS-3.2](#)
3. Compare and contrast Blood-borne pathogens. [MS-HS-HDSS-3.3](#)
4. Show a cause/effect to help in the prevention of medical errors. [MS-HS-HDSS-3.4](#)
5. Make observations about each government agency and their regulations for healthcare. [MS-HS-HDSS-3.5](#)

6. Apply concepts to demonstrate the following skills related to clinical lab diagnostics: [MS-HS-HDSS-3.6](#)
 - a. Read and interpret a MSDS, [MS-HS-HDSS-3.6.A](#)
 - b. Analyze a collection of data, [MS-HS-HDSS-3.6.B](#)
 - c. Interpret government standards (OSHA, EPA, FDA). [MS-HS-HDSS-3.6.C](#)

MS-HS-HDSS-4. Demonstrate skills and understanding of applied anatomy associated with the field of Phlebotomy. [MS-HS-HDSS-4](#)

1. Compare and contrast vein and artery. [MS-HS-HDSS-4.1](#)
2. Identify three primary sites for drawing blood. [MS-HS-HDSS-4.2](#)
3. Identify and explain essential medical terminology associated with phlebotomy. [MS-HS-HDSS-4.3](#)
4. Apply concepts to demonstrate the following skills related to Phlebotomy [MS-HS-HDSS-4.4](#)
 - a. Apply a tourniquet [MS-HS-HDSS-4.4.A](#)
 - b. Palpate an artery/vein [MS-HS-HDSS-4.4.B](#)
 - c. Prepare site for venipuncture [MS-HS-HDSS-4.4.C](#)
 - d. Label blood specimen. [MS-HS-HDSS-4.4.D](#)

MS-HS-HDSS-5. Describe the career aspects and applied anatomy associated with the field of Non-Invasive Diagnostic Technology (Diagnostic) [MS-HS-HDSS-5](#)

1. Apply knowledge of respiratory system, cardiac system and skeletal system anatomy to the field of radiology, cardiology and pulmonary medicine. [MS-HS-HDSS-5.1](#)
2. Explore the careers/education of a respiratory therapist, EKG technician, and/or radiological technologist. [MS-HS-HDSS-5.2](#)
3. Medical terminology associated with noninvasive diagnostic technology. [MS-HS-HDSS-5.3](#)

MS-HS-HDSS-6. Summarize the careers in the field of Support Services and understand their role in the field of healthcare. [MS-HS-HDSS-6](#)

1. Explore the following careers related to Support Services: [MS-HS-HDSS-6.1](#)
 - a. Dietary Aide [MS-HS-HDSS-6.1.A](#)
 - b. Environmental Services [MS-HS-HDSS-6.1.B](#)
 - c. Central Supply/Materials Manager [MS-HS-HDSS-6.1.C](#)
 - d. Patient Transporter. [MS-HS-HDSS-6.1.D](#)
2. Analyze different diets associated with disease processes. [MS-HS-HDSS-6.2](#)

3. Describe how environmental services will directly impact infection control/ safety practices. [MS-HS-HDSS-6.3](#)
4. Apply concepts to demonstrate the following skills related to Support Services: [MS-HS-HDSS-6.4](#)
 - a. Identify different diets accurately: [MS-HS-HDSS-6.4.A](#)
 - i. low sodium [MS-HS-HDSS-6.4.A.I](#)
 - ii. diabetic [MS-HS-HDSS-6.4.A.II](#)
 - iii. mechanical [MS-HS-HDSS-6.4.A.III](#)
 - iv. soft [MS-HS-HDSS-6.4.A.IV](#)
 - b. Demonstrate proper spill cleanup. [MS-HS-HDSS-6.4.B](#)

MS-HS-HDSS-7. Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. [MS-HS-HDSS-7](#)

1. Research the history of the state supported healthcare science CTSO (Career Technical Student Organization). [MS-HS-HDSS-7.1](#)
2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristic of the state supported healthcare science CTSO. [MS-HS-HDSS-7.2](#)
3. Explain how participation in the state supported healthcare science CTSO can promote lifelong responsibility for community service and professional growth and development. [MS-HS-HDSS-7.3](#)
4. Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, region, state, and national level that align with the competencies, skills and knowledge of this course. [MS-HS-HDSS-7.4](#)

Foundations of Interactive Design (11.013)

MS-CS-FID-1. Demonstrate employability skills required by business and industry and explore, research, and present careers in information technology. [MS-CS-FID-1](#)

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. [MS-CS-FID-1.1](#)
2. Demonstrate an understanding of collaborative interactions in the digital world. [MS-CS-FID-1.2](#)
3. Model work-readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. [MS-CS-FID-1.3](#)
4. Exhibit critical thinking and problem-solving skills to locate, analyze, and apply information in career planning and employment situations. [MS-CS-FID-1.4](#)

5. Present a professional image through appearance, behavior and language. [MS-CS-FID-1.5](#)
 6. Investigate educational requirements, job responsibilities, employment trends, and opportunities within information technology career pathways using credible sources. [MS-CS-FID-1.6](#)
-

MS-CS-FID-2. Develop a plan to create, design, and build a website with digital content to a specific target market. [MS-CS-FID-2](#)

1. Identify the objectives (e.g., increase sales, promote new products, increase company awareness, target new customers) for the website's target market. [MS-CS-FID-2.1](#)
 2. Specify website requirements, including timeline and resources, and organize them into a requirements document. [MS-CS-FID-2.2](#)
 3. Find and evaluate similar websites (in terms of overall function and layout) using an evaluation instrument for side-by-side comparison. Consider major design elements (ease of use, responsiveness, adaptability to mobile, tablet and desktop, etc.). [MS-CS-FID-2.3](#)
 4. Evaluate a variety of web design tools and development platforms using an evaluation instrument and choose the appropriate platform. [MS-CS-FID-2.4](#)
 5. Create a plan on paper or in a word processing document that outlines the content of the website. [MS-CS-FID-2.5](#)
-

MS-CS-FID-3. Design digital products that reveal a professional layout and look by applying design principles to produce professional quality digital products. [MS-CS-FID-3](#)

1. Identify graphical elements and the appropriate use of elements on a web site. [MS-CS-FID-3.1](#)
 2. Explore and apply color principles to digital products. [MS-CS-FID-3.2](#)
 3. Establish a brand through consistent use of graphics, color, layout and text. [MS-CS-FID-3.3](#)
 4. Analyze the look and layout of a website based on the first impression of content and page elements. Get feedback from independent users and incorporate where appropriate. [MS-CS-FID-3.4](#)
-

MS-CS-FID-4. Create a single functional web page using a web development platform based on a design mockup and user requirements. [MS-CS-FID-4](#)

1. Create and edit images and graphics for website publication. [MS-CS-FID-4.1](#)
2. Plan, produce, and edit digital audio for website publication. [MS-CS-FID-4.2](#)
3. Plan, produce, edit, and post a multimedia-rich video project to a website. [MS-CS-FID-4.3](#)

4. Plan, produce, and edit animations for website publication. [MS-CS-FID-4.4](#)
-

MS-CS-FID-5. Develop and use a test plan to debug each new website version to ensure it runs as intended and meets the end-user requirements for a responsive site. [MS-CS-FID-5](#)

1. Create a test and debug plan. Resolve issues and fix any errors that surface during the test and debug process. [MS-CS-FID-5.1](#)
 2. Create an end user testing plan, get user feedback, and incorporate feedback into the final website. [MS-CS-FID-5.2](#)
 3. Prepare website for publishing and promotion. [MS-CS-FID-5.3](#)
-

MS-CS-FID-6. Develop a plan to create, design, and build a game with digital content for a specific target market. [MS-CS-FID-6](#)

1. Explore various game types, including role-playing games (RPG), real-time strategy (RTS), simulations, puzzles, educational, massively multiplayer online (MMO), and others. [MS-CS-FID-6.1](#)
 2. Create a Game Design Document (GDD), which includes, characters, story, theme, and gameplay mechanics. [MS-CS-FID-6.2](#)
-

MS-CS-FID-7. Develop a visual model of a game using the Game Design Document (GDD). [MS-CS-FID-7](#)

1. Create storyboards from the GDD that demonstrate game progression and consistent use of a theme. [MS-CS-FID-7.1](#)
 2. Use the GDD to design the wireframes and comprehensive layout for the user experience (UX). [MS-CS-FID-7.2](#)
-

MS-CS-FID-8. Create a functional game, using a game development platform, based on the storyboards, wireframes, and comprehensive layout. [MS-CS-FID-8](#)

1. Create game elements, backgrounds, and characters. [MS-CS-FID-8.1](#)
 2. Use scripting languages to create desired game mechanics, and to control the environment, user interface (UI), and character behaviors. [MS-CS-FID-8.2](#)
 3. Plan, produce, and edit graphics and animations for game publication. [MS-CS-FID-8.3](#)
 4. Plan, produce, and edit digital audio for game publication. [MS-CS-FID-8.4](#)
-

MS-CS-FID-9. Develop a test plan to debug and use each time a version of the game is released to ensure it runs as intended and meets the end-user requirements. [MS-CS-FID-9](#)

1. Create a test and debug plan. Resolve any issues and fix any errors that surface during the test and debug process. [MS-CS-FID-9.1](#)

2. Create an end user testing plan, get user feedback, and incorporate feedback into the final game. [MS-CS-FID-9.2](#)
3. Prepare final game for publishing prior to publishing to the target audience. [MS-CS-FID-9.3](#)