

Middle School CTAE Standards (2020) - Grade 7

Adopted 2020

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
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**Agriculture, Food &
Natural Resources
Exploring Agriculture
Education Grade 7
(2.013)**

AFNR-MSAGED7-2. Analyze constructs in agriscience. AFNR-MSAGED7-2

1. Connect and apply scientific concepts in practical agricultural applications. AFNR-MSAGED7-2.1
 2. Analyze technological trends and research in agricultural and natural resources. AFNR-MSAGED7-2.2
 3. Explain the global economic impact of agriculture in meeting human needs for food, fiber, and natural resources. AFNR-MSAGED7-2.3
 4. Investigate and draw conclusions about how agriculture impacts the local and state economy. AFNR-MSAGED7-2.4
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AFNR-MSAGED7-3. Apply principles of leadership, personal growth and career success through activities of the National FFA Organization. AFNR-MSAGED7-3

1. Explain the benefits of the National FFA Organization. AFNR-MSAGED7-3.1
 2. Expand leadership goals, personal growth and career success through Agriculture Education. AFNR-MSAGED7-3.2
 3. Describe the knowledge and skills needed for Career Development Event (CDE) activities in FFA. AFNR-MSAGED7-3.3
 4. Design and carry out a Supervised Agricultural Experience (SAE) program based on career goals and industry needs for each individual. AFNR-MSAGED7-3.4
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AFNR-MSAGED7-4. Compare and contrast essential processes in the growth and development of plants. AFNR-MSAGED7-4

1. Explain the interrelationship between the vegetative components of a plant through analysis of their functions. AFNR-MSAGED7-4.1
2. Explain the structure and function of the reproductive parts of plants. AFNR-MSAGED7-4.2
3. Explain photosynthesis and the environmental conditions needed for plant growth. AFNR-MSAGED7-4.3

AFNR-MSAGED7-5. Investigate the production of livestock, poultry and dairy animals. [AFNR-MSAGED7-5](#)

1. Apply concepts in selecting major breeds of species for agricultural production. [AFNR-MSAGED7-5.1](#)
2. Distinguish between the functions of the components of the digestive, reproductive, and other major systems of animals. [AFNR-MSAGED7-5.2](#)
3. Analyze the role, importance, and scope of the dairy, beef, pork, equine, and small ruminant animal industries. [AFNR-MSAGED7-5.3](#)

AFNR-MSAGED7-6. Explain sustainable approaches in wildlife and natural resources management. [AFNR-MSAGED7-6](#)

1. Investigate potential careers in wildlife and natural resources. [AFNR-MSAGED7-6.1](#)
2. Communicate information about wildlife to heighten awareness regarding conservation and resource preservation. [AFNR-MSAGED7-6.2](#)
3. Assess ecosystems in terms of sustainable habitat management. [AFNR-MSAGED7-6.3](#)
4. Analyze local resource concerns based on the SWAPA+H criteria (soil, water, air, plants, animals, and human considerations). [AFNR-MSAGED7-6.4](#)

AFNR-MSAGED7-7. Use principles of engineering to solve problems in agricultural settings. [AFNR-MSAGED7-7](#)

1. Differentiate between the common types of tools and equipment used in agricultural applications. [AFNR-MSAGED7-7.1](#)
 2. Calculate linear measurements and simple angles using approved methods of measurement. [AFNR-MSAGED7-7.2](#)
 3. Investigate concepts in agricultural power, structural, and technical systems. [AFNR-MSAGED7-7.3](#)
 4. Select and use appropriate safety equipment in agricultural settings. [AFNR-MSAGED7-7.4](#)
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**Exploring Law and
Criminal Proceedings
Grade 7 (43.042)**

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

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. MS-LPSCS-ELCP-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. MS-LPSCS-ELCP-1.2
3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. MS-LPSCS-ELCP-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-ELCP-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-ELCP-1.5
6. Present a professional image through appearance, behavior, and language. MS-LPSCS-ELCP-1.6

MS-LPSCS-ELCP-2. Explore and evaluate careers in legal services; corrections; private security and protective services. MS-LPSCS-ELCP-2

1. Perform the employability skills needed in public safety professions. MS-LPSCS-ELCP-2.1
2. Identify the post-secondary education needed in public safety professions. MS-LPSCS-ELCP-2.2
3. Explain the behavioral preferences that apply an appreciation of diversity to interpersonal situations and the impact on governmental agencies. MS-LPSCS-ELCP-2.3
4. Understand and explain the code of ethics and character development in public safety professions. MS-LPSCS-ELCP-2.4
5. Define confidentiality and how it applies to the various public safety careers. MS-LPSCS-ELCP-2.5
6. Analyze how background checks impact employment in public safety professions. MS-LPSCS-ELCP-2.6
7. Create a career portfolio that includes essential skills and duties of public safety professions. MS-LPSCS-ELCP-2.7

MS-LPSCS-ELCP-3. Explain constitutional standards as applied to the proper criminal procedure. MS-LPSCS-ELCP-3

1. Identify the amendments that apply to the criminal justice process. MS-LPSCS-ELCP-3.1
2. Diagram the process of how laws are made. MS-LPSCS-ELCP-3.2
3. Differentiate between civil and criminal laws. MS-LPSCS-ELCP-3.3
4. Describe the two categories of criminal law. MS-LPSCS-ELCP-3.4
5. Define common terminology of various crimes. MS-LPSCS-ELCP-3.5
6. Compare and contrast adult and juvenile crimes. MS-LPSCS-ELCP-3.6

MS-LPSCS-ELCP-4. Compare and contrast the roles and responsibilities of criminal attorneys and the paralegals who work for them as those roles relate to a criminal trial. MS-LPSCS-ELCP-4

1. Describe the duties and responsibilities of attorneys, judges, paralegals, and other professional participants in a criminal trial. MS-LPSCS-ELCP-4.1
2. Describe the roles of non-professional courtroom participants in a criminal trial. MS-LPSCS-ELCP-4.2
3. Explain the required training and education for the various courtroom participants in a criminal trial. MS-LPSCS-ELCP-4.3

MS-LPSCS-ELCP-5. Analyze the trial process to include the opening statements, presentation of evidence, testimony of witnesses and the closing arguments. MS-LPSCS-ELCP-5

1. Differentiate between a dual court system civil/criminal and describe the structure of the dual court system. MS-LPSCS-ELCP-5.1
2. Define terminology common to each court system. MS-LPSCS-ELCP-5.2
3. Diagram the steps of a trial from opening statements to sentencing. MS-LPSCS-ELCP-5.3
4. Conduct a partial mock trial involving the direct testimony of a criminal investigator and include the introduction of evidence in this testimony. MS-LPSCS-ELCP-5.4
5. Create an opening statement for a criminal trial. MS-LPSCS-ELCP-5.5
6. Demonstrate and explain the direct examination of a witness. MS-LPSCS-ELCP-5.6
7. Demonstrate and define the process for the introduction of an exhibit in court. MS-LPSCS-ELCP-5.7
8. Identify and describe the general factors influencing a judge's sentencing decisions. MS-LPSCS-ELCP-5.8

MS-LPSCS-ELCP-6. Identify the various court systems and explain the various sentencing options. MS-LPSCS-ELCP-6

1. Differentiate between the adult and juvenile court systems. MS-LPSCS-ELCP-6.1
2. Discuss the different rationales of the juvenile justice systems sentencing guidelines. MS-LPSCS-ELCP-6.2
3. Identify the various accountability courts in both the adult and juvenile court systems. MS-LPSCS-ELCP-6.3
4. Discuss the history of corrections in America. MS-LPSCS-ELCP-6.4
5. Describe a basic overview of the American correctional system. MS-LPSCS-ELCP-6.5
6. Compare and contrast the various adult and juvenile sentencing options. MS-LPSCS-ELCP-6.6
7. Diagram and explain the basic elements of an American prison facility. MS-LPSCS-ELCP-6.7
8. Demonstrate handcuffing and essential steps of a prisoner transport. MS-LPSCS-ELCP-6.8
9. Define terminology common to the adult and juvenile court systems. MS-LPSCS-ELCP-6.9
10. Explore careers in the American correctional system. MS-LPSCS-ELCP-6.10

MS-LPSCS-ELCP-7. Compare and contrast the role of protective services within the criminal justice system. MS-LPSCS-ELCP-7

1. Explain private security and its major roles in the criminal justice system and public safety. MS-LPSCS-ELCP-7.1
2. Define jurisdiction and the authority of protective services. MS-LPSCS-ELCP-7.2
3. Identify career options, education and training in protective services. MS-LPSCS-ELCP-7.3
4. Identify key concepts of entrepreneurship related to the criminal justice system and protective services. MS-LPSCS-ELCP-7.4

MS-LPSCS-ELCP-8. 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-ELCP-8

1. Demonstrate a basic understanding and purpose of SkillsUSA student organization. MS-LPSCS-ELCP-8.1
 2. Diagram the relationship between members and the leadership. MS-LPSCS-ELCP-8.2
 3. Identify the leadership positions MS-LPSCS-ELCP-8.3
 4. Evaluate behaviors to determine appropriate decorum for meetings. MS-LPSCS-ELCP-8.4
 5. Investigate middle school and secondary SkillsUSA participation in chapter meetings. MS-LPSCS-ELCP-8.5
 6. Describe competitions at the middle school level and the secondary level. MS-LPSCS-ELCP-8.6
 7. Discuss the mission, purpose, motto, pledge, creed and other distinguishing characteristics of SkillsUSA. MS-LPSCS-ELCP-8.7
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**Exploring Audio/Video
Broadcast & Film Grade
7 (10.012)**

AAVTC-MSAVTF7-2. Explore the history and communications utilized in the industry. AAVTC-MSAVTF7-2

1. Explore the history of various mediums in communications such as newspapers, radio, broadcasting, television, streaming platforms, films, podcasting, etc. AAVTC-MSAVTF7-2.1
2. Explore the various careers associated with the broadcasting and film industries. AAVTC-MSAVTF7-2.2
3. Identify the areas of safety when utilizing the internet and other online platforms. AAVTC-MSAVTF7-2.3
4. Explore the writing that is required for shows & movies. AAVTC-MSAVTF7-2.4
5. Explore the skills using a variety of editing platforms such as AVID & Adobe Creative Cloud and their practical applications. AAVTC-MSAVTF7-2.5
6. Download Adobe Premiere/spark and discuss its uses. AAVTC-MSAVTF7-2.6
7. Explore the communications that take place on a movie set. AAVTC-MSAVTF7-2.7
8. Explore the steps for designing, production, and presentation for PSA or Commercial. AAVTC-MSAVTF7-2.8

AAVTC-MSAVTF7-3. Demonstrate proper equipment safety utilized in the industry. [AAVTC-MSAVTF7-3](#)

1. Safety -proper camera, computer, microphones, lighting, grips, & rigging equipment-. [AAVTC-MSAVTF7-3.1](#)
2. Discover and discuss OSHA safety and regulations for a studio and/or set . [AAVTC-MSAVTF7-3.2](#)
3. Demonstrate proper behavior and etiquette for professional settings. [AAVTC-MSAVTF7-3.3](#)
4. Study the structure/hierarchy for personnel in a studio or on a movie set. [AAVTC-MSAVTF7-3.4](#)
5. Learn the salaries and pay associated with broadcasting & film work. [AAVTC-MSAVTF7-3.5](#)
6. Investigate the available careers right here in Georgia and its growing industry with great potential. [AAVTC-MSAVTF7-3.6](#)
7. Ancillary businesses that service the movie set -dry cleaning, hotels, rental equipment, waste disposal, catering, etc.-. [AAVTC-MSAVTF7-3.7](#)

AAVTC-MSAVTF7-4. Discuss internet safety and legalities associated with the industry. [AAVTC-MSAVTF7-4](#)

1. Discuss and demonstrate the safety measures for internet usage, research, and postings. [AAVTC-MSAVTF7-4.1](#)
2. Examine the copyrights, trademarks for media. [AAVTC-MSAVTF7-4.2](#)
3. Explore the proper legal clearances/permits, music rights, and licensing on location. [AAVTC-MSAVTF7-4.3](#)
4. Research a legal case study or news article of copy write or writing infringement. [AAVTC-MSAVTF7-4.4](#)
5. Discuss and Understand the ethical implications of intellectual property and journalism. [AAVTC-MSAVTF7-4.5](#)
6. Legal usage and citation of materials from other sources. [AAVTC-MSAVTF7-4.6](#)
7. Discuss and understand the concept of "free/fair use" and "public domain". [AAVTC-MSAVTF7-4.7](#)
8. Demonstrate how to protect the students own intellectual properties. [AAVTC-MSAVTF7-4.8](#)

AAVTC-MSAVTF7-5. Demonstrate script writing best practices associated with the industry. [AAVTC-MSAVTF7-5](#)

1. Demonstrate and practice the varieties of script types broadcasting, journalism, commercial, cinematic, etc. [AAVTC-MSAVTF7-5.1](#)
2. Compose the different prewriting materials outlines, beat sheets, character bios, etc. [AAVTC-MSAVTF7-5.2.](#)
3. Demonstrate the proper script writing procedure with formatting & structure techniques. [AAVTC-MSAVTF7-5.3](#)
4. Demonstrate and understand the revisions and feedback process for script writing. [AAVTC-MSAVTF7-5.4](#)
5. Demonstrate and understand the proper procedure for pitching a script with story boards, look books, treatments, & pitch decks. [AAVTC-MSAVTF7-5.5](#)

AAVTC-MSAVTF7-6. Demonstrate the types of production processes used in the industry. [AAVTC-MSAVTF7-6](#)

1. Investigate and understand the production process. [AAVTC-MSAVTF7-6.1](#)
2. Investigate and understand the various departments and departmental responsibilities. [AAVTC-MSAVTF7-6.2](#)
3. Investigate and understand the postproduction process. [AAVTC-MSAVTF7-6.3](#)

AAVTC-MSAVTF7-7. Demonstrate the proper use of equipment used in the industry. [AAVTC-MSAVTF7-7](#)

1. Investigate and identify creative and technical elements of production and post-production. [AAVTC-MSAVTF7-7.1](#)
2. Demonstrate proper use of equipment used in film and television production. [AAVTC-MSAVTF7-7.2](#)
3. Demonstrate various types of camera shots and discuss the purpose-s- of each. [AAVTC-MSAVTF7-7.3](#)
4. Execute a project -commercial, PSA, short film, etc.- from script to screen. [AAVTC-MSAVTF7-7.4](#)

AAVTC-MSAVTF7-8. Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events. AAVTC-MSAVTF7-8

1. Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA. AAVTC-MSAVTF7-8.1
2. Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development. AAVTC-MSAVTF7-8.2
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. AAVTC-MSAVTF7-8.3
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. AAVTC-MSAVTF7-8.4

**Exploring Construction
Grade 7 (46.025)**

ACCT-MSCONST7-2. Identify and discuss the careers associate with the construction industry. ACCT-MSCONST7-2

1. Identify careers in the construction and project design industries. ACCT-MSCONST7-2.1
2. Identify architects, engineers, project managers, virtual design & construction, & skilled trades. ACCT-MSCONST7-2.2
3. Identify the differences between horizontal and vertical construction. ACCT-MSCONST7-2.3
4. Show examples of each type of construction (horizontal & vertical). ACCT-MSCONST7-2.4
5. Introduce career path opportunities such as technical schools, apprenticeships, employer training, and four-year degree options. ACCT-MSCONST7-2.5
6. Identify and properly use key terms/vocabulary used in the construction trades. ACCT-MSCONST7-2.6

ACCT-MSCONST7-3. Identify and discuss the basic hand tools utilized in the construction industry. ACCT-MSCONST7-3

1. Identify basic hand tools for carpentry, electrical, plumbing, masonry, their purpose and applications with proper safety procedures and PPE. ACCT-MSCONST7-3.1
2. Identify basic layout and measuring tools their purpose and applications. ACCT-MSCONST7-3.2
3. Discuss the differences between level, plumb, & square. ACCT-MSCONST7-3.3
4. Demonstrate the use of a measuring tape, speed square, framing square, spirit levels, (builders and/or laser), plumb bob. ACCT-MSCONST7-3.4
5. Identify the various screwdriver types, sockets and ratchet sets, and wrenches. ACCT-MSCONST7-3.5
6. Identify basic cutting tools. ACCT-MSCONST7-3.6

ACCT-MSCONST7-4. Identify and discuss the basic power tools utilized in the construction industry. ACCT-MSCONST7-4

1. Identify basic power tools for carpentry, electrical, plumbing, masonry, their purposes, and applications with proper safety procedures and PPE. ACCT-MSCONST7-4.1
2. Identify the differences between blades utilized in the reciprocating saw/saber saw. ACCT-MSCONST7-4.2
3. Identify the differences between the various bits and drivers utilized in drills/impact drivers. ACCT-MSCONST7-4.3
4. Identify the different types of routers and their bits. ACCT-MSCONST7-4.4
5. Identify the various types of blades used in construction. ACCT-MSCONST7-4.5

ACCT-MSCONST7-5. Identify and discuss the different materials utilized in the construction industry. ACCT-MSCONST7-5

1. Identify the difference between nominal and dimensional lumber. ACCT-MSCONST7-5.1
2. Identify the difference between OSB, plywood, engineered lumber, etc. ACCT-MSCONST7-5.2
3. Identify the different species of lumber utilized in the construction trades. ACCT-MSCONST7-5.3
4. Identify the proper use of pressure treated lumber. ACCT-MSCONST7-5.4

ACCT-MSCONST7-6. Identify and demonstrate the safe operation of hand and power tools used in the construction industry. ACCT-MSCONST7-6

1. Demonstrate the safe and proper use of the measuring tape. ACCT-MSCONST7-6.1
2. Demonstrate the safe and proper layout procedure for marking a board to be cut. ACCT-MSCONST7-6.2
3. Demonstrate the safe and proper use of basic hand tools. ACCT-MSCONST7-6.3
4. Demonstrate the safe and proper use of basic power tools & equipment utilized in the construction classroom/lab. ACCT-MSCONST7-6.4

ACCT-MSCONST7-7. Identify and demonstrate the proper use of the various fasteners used in the construction industry. ACCT-MSCONST7-7

1. Identify the various types of fasteners used in the construction industry. ACCT-MSCONST7-7.1
2. Demonstrate the safe and proper method for fastening lumber together (nails & screws). ACCT-MSCONST7-7.2
3. Demonstrate the installation & removal of the various fasteners used in the construction industry. ACCT-MSCONST7-7.3

ACCT-MSCONST7-8. 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-MSCONST7-8

1. Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA. ACCT-MSCONST7-8.1
 2. Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development. ACCT-MSCONST7-8.2
 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-MSCONST7-8.3
 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-MSCONST7-8.4
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**Family and Consumer
Science Grade 7
(20.01200)**

MSFCS7-CD-1. Demonstrate employability skills required by business and industry. MSFCS7-CD-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. MSFCS7-CD-1.1
 2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. MSFCS7-CD-1.2
 3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. MSFCS7-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. MSFCS7-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. MSFCS7-CD-1.5
 6. Present a professional image through appearance, behavior and language. MSFCS7-CD-1.6
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MSFCS7-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. MSFCS7-CD-2

1. Research the history of FCCLA. MSFCS7-CD-2.1
2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA. MSFCS7-CD-2.2
3. Explain how active participation in FCCLA can promote lifelong responsibility for community service and professional growth and development. MSFCS7-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. MSFCS7-CD-2.4

MSFCS7-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. MSFCS7-CD-3

1. Explore foodborne illnesses and how each one can affect a person. MSFCS7-CD-3.1
2. Discuss the Temperature Danger Zone and apply it to real-world scenarios (i.e. The Science of Cooking a Hamburger lab). MSFCS7-CD-3.2
3. Identify and label items included on the "Nutrition Facts" Labels. MSFCS7-CD-3.3
4. Analyze and demonstrate the correct use of liquid and dry measuring utensils. MSFCS7-CD-3.4
5. Apply use and care for basic kitchen equipment. MSFCS7-CD-3.5
6. Plan and prepare a healthy snack for a pre-teen/teenager listing ingredients, preparation, group work-plan, and clean up steps. MSFCS7-CD-3.6

MSFCS7-CD-4. Employ culinary-related knowledge, technology and skills necessary for food preparation and service in a safe and sanitary work environment. MSFCS7-CD-4

1. Identify and demonstrate use, function and how to care for basic kitchen equipment. MSFCS7-CD-4.1
2. Demonstrate kitchen safety procedures and sanitation activities. MSFCS7-CD-4.2
3. Compare/contrast and demonstrate basic table setting and etiquette for informal and formal settings. MSFCS7-CD-4.3
4. Apply and demonstrate a knowledge of "mise en place". MSFCS7-CD-4.4
5. Plan and prepare a healthy appetizer or side dish for a pre-teen/teenager listing ingredients, directions, group work-plan, and clean up steps. MSFCS7-CD-4.5

MSFCS7-CD-5. Analyze factors (social, psychological, cultural, economic) affecting fibers and apparel decisions for individuals and families and their overall impact. [MSFCS7-CD-5](#)

1. Discuss factors that affect clothing needs when purchasing classic and essential clothing pieces (i.e. factors include needs, wants, price, quality; classic & essential). [MSFCS7-CD-5.1](#)
2. Identify commonly used fabric finishes and explain how to care for a variety of finished fabrics. [MSFCS7-CD-5.2](#)
3. Investigate origins of natural and manufactured fibers. [MSFCS7-CD-5.3](#)
4. Connect ideas of current trends with historical and influential fashion designers. [MSFCS7-CD-5.4](#)

MSFCS7-CD-6. Analyze factors (social, psychological, cultural, economic) affecting housing and interior design decisions for individuals and families and their overall impact. [MSFCS7-CD-6](#)

1. Discuss and determine the function of individual and shared spaces. [MSFCS7-CD-6.1](#)
2. Analyze specific traffic patterns that contribute to the safety and care of a space. [MSFCS7-CD-6.2](#)
3. Identify the elements and principles of design using a variety of resources. [MSFCS7-CD-6.3](#)
4. Explain and provide examples of the relationship of colors using color schemes. [MSFCS7-CD-6.4](#)

MSFCS7-CD-7. Explore the growth and development of the child, ages birth to 5. [MSFCS7-CD-7](#)

1. Discuss the implementation of interventions such as occupational therapy, speech therapy, and tutoring when developmental milestones are not met. [MSFCS7-CD-7.1](#)
2. Describe how children could use a variety of resources such as websites, apps on smartphones, magazines, books, and videos to support their growth and development. [MSFCS7-CD-7.2](#)
3. Compare and contrast developmentally-appropriate materials to facilitate learning experiences. [MSFCS7-CD-7.3](#)
4. Identify and discuss nutritional and safety practices necessary when preparing meals for children. [MSFCS7-CD-7.4](#)
5. Discuss special needs which affect children. [MSFCS7-CD-7.5](#)

MSFCS7-CD-8. Analyze the knowledge, skills, and practices of the educational workforce. MSFCS7-CD-8

1. Explore techniques of how families are included/involved in their children's education. MSFCS7-CD-8.1
2. Describe resources supporting the educational workforce such as Internet, magazines, books, journals, conferences, etc. and how they are utilized in the field of education. MSFCS7-CD-8.2
3. Explore the post-secondary requirements of career opportunities in the field of education. MSFCS7-CD-8.3
4. Explore practices to prevent the spread of infectious diseases within the educational environment. MSFCS7-CD-8.4
5. Compare and contrast strategies to support positive guidance and behaviors. MSFCS7-CD-8.5
6. Discuss instructional strategies for teaching students with different learning styles and needs. MSFCS7-CD-8.6

MSFCS7-CD-9. Identify and explain the relationships of social (family/friends) and financial (money) skills needed to develop personal and business interactions. MSFCS7-CD-9

1. Evaluate the importance of money, budgets, and how to prioritize the use of money and budgets. MSFCS7-CD-9.1
2. Develop and demonstrate personal short-and long-term financial (monetary) goals. MSFCS7-CD-9.2
3. Identify monetary resources needed to meet the needs of individuals and families. MSFCS7-CD-9.3

MSFCS7-CD-10. Analyze factors (social, psychological, cultural, economic) affecting consumers (individuals) and business decisions for individuals and families and how these decisions affect society. MSFCS7-CD-10

1. Identify and sort sources and types of financial credit individuals may acquire in life. MSFCS7-CD-10.1
 2. Explain cost (interest) and limitations (repayment history) of credit. MSFCS7-CD-10.2
 3. Identify consumer rights (credit report) and responsibilities (legal binding contract that you abide by). MSFCS7-CD-10.3
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MS-HS-HITB-1. Demonstrate Employability skills required by business and industry. **MS-HS-HITB-1**

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. **MS-HS-HITB-1.1**
 2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. **MS-HS-HITB-1.2**
 3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. **MS-HS-HITB-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-HITB-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 teamwork skills. **MS-HS-HITB-1.5**
 6. Present a professional image through appearance, behavior and language. **MS-HS-HITB-1.6**
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MS-HS-HITB-2. Demonstrate the correct work safety practices and infection control precautions required to ensure a safe work environment in a healthcare setting. **MS-HS-HITB-2**

1. Identify the proper body mechanics for a safe healthcare work environment. **MS-HS-HITB-2.1**
2. Compare and contrast viruses, bacteria and fungi found in a healthcare work setting. **MS-HS-HITB-2.2**
3. List and organize standard precautions found in a healthcare work setting to protect patients and healthcare workers. **MS-HS-HITB-2.3**
4. Develop and organize the chain of infection and modes of transmission in a healthcare work setting. **MS-HS-HITB-2.4**
5. Differentiate the biosafety levels observed in a healthcare work setting. **MS-HS-HITB-2.5**

MS-HS-HITB-3. Explain the strategies used in the field of Health Informatics/ Health Information Technology to protect and ensure patient privacy. MS-HS-HITB-3

1. Make observations basic principles of patient confidentiality (HIPAA). MS-HS-HITB-3.1
2. Discuss how technology is used in patient documentation. MS-HS-HITB-3.2
3. Explore the field of telemedicine and uses throughout Georgia. MS-HS-HITB-3.3
4. Apply concepts to demonstrate the following skills related to Health Informatics/ Health Information Technology. MS-HS-HITB-3.4

MS-HS-HITB-4. Explain and practice common Health Informatics/ Health Information Management/Medical Office procedures. MS-HS-HITB-4

1. List and describe appropriate medical terminology used in the medical office setting. MS-HS-HITB-4.1
2. Demonstrate the correct sequence of obtaining a patient history and physical data. MS-HS-HITB-4.2
3. Explain how diagnostic coding is used for medical reimbursement. MS-HS-HITB-4.3
4. Apply concepts to demonstrate the following skills related to Medical Office: MS-HS-HITB-4.4
 - a. Effectively obtain a patient history, MS-HS-HITB-4.4.A
 - b. Measure and document patient height and weight, MS-HS-HITB-4.4.B
 - c. Match diagnostic codes with common diseases. MS-HS-HITB-4.4.C

MS-HS-HITB-5. Summarize the careers, apply skills, and understand anatomy concepts used in the field of Biotechnology Research and Development. MS-HS-HITB-5

1. Analyze the careers associated with the field of genetics, biomedical engineering, toxicology, microbiology, and forensics. MS-HS-HITB-5.1
2. Explore the structure of DNA and its relationship to cells, analyze the benefits of biomedical research, ethical and legal issues of biotechnology. MS-HS-HITB-5.2
3. Apply concepts to demonstrate the following skills related to Biotechnology Research and Development. MS-HS-HITB-5.3

MS-HS-HITB-6. 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-HITB-6

1. Research the history of the state supported healthcare science CTSO (Career Technical Student Organization). MS-HS-HITB-6.1
2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristic of the state supported healthcare science CTSO. MS-HS-HITB-6.2
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-HITB-6.3
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-HITB-6.4

**Therapeutic Services
and Applied Anatomy
(25.035)**

MS-HS-TSAA-1. Demonstrate employability skills required by business and industry. MS-HS-TSAA-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. MS-HS-TSAA-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. MS-HS-TSAA-1.2
3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. MS-HS-TSAA-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-TSAA-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-TSAA-1.5
6. Present a professional image through appearance, behavior and language. MS-HS-TSAA-1.6

MS-HS-TSAA-2. Explain and practice common Safety and Infection Control procedures found in various locations and settings. MS-HS-TSAA-2

1. Organize basic emergency procedures and protocols (fire, severe weather, etc.) for school, home and work settings. MS-HS-TSAA-2.1
2. Classify immunization schedules based on students' current age group and other key age groups. MS-HS-TSAA-2.2
3. Apply concepts to demonstrate the following skills related to Safety and Infection Control. MS-HS-TSAA-2.3

MS-HS-TSAA-3. Categorize and infer characteristics of careers in Therapeutic Services. MS-HS-TSAA-3

1. Compare and contrast the roles, responsibilities, and job descriptions of registered nurses, licensed practical nurses, certified nursing assistants, professional nurses, along with the education and training requirements, salary ranges, job outlooks, and types of facilities nurses work in statewide. MS-HS-TSAA-3.1
2. Compare and contrast the roles, responsibilities, and job descriptions of dentists, dental hygienists, dental assistants, and dental technicians, along with the education and training requirements, salary ranges, job outlooks, and types of facilities dentists work in statewide. MS-HS-TSAA-3.2
3. Compare and contrast the roles, responsibilities, and job descriptions of surgeons, physical therapists, radiography, respiratory therapists, certified athletic trainers, audiologists, along with the education and training requirements, salary ranges, job outlooks, and types of facilities allied health professionals work in statewide. MS-HS-TSAA-3.3

MS-HS-TSAA-4. Investigate an overview of the anatomy and physiological functions of the human body using appropriate medical terminology. MS-HS-TSAA-4

1. Identify components of a human cell and basic components of homeostasis. MS-HS-TSAA-4.1
2. Compare and contrast mitosis and meiosis. MS-HS-TSAA-4.2
3. Identify the functional and structural organization of the human body. MS-HS-TSAA-4.3

MS-HS-TSAA-5. Distinguish and organize basic structures and function of the various body systems. MS-HS-TSAA-5

1. Classify, summarize, and explain the basic structures and functions of the following body systems: MS-HS-TSAA-5.1
 - a. Cardiovascular System (heart, artery, vein etc.) MS-HS-TSAA-5.1.A
 - b. Digestive System (mouth, esophagus, stomach, small intestine, large intestine etc.) MS-HS-TSAA-5.1.B
 - c. Skeletal System MS-HS-TSAA-5.1.C
 - d. Muscular System MS-HS-TSAA-5.1.D
 - e. Integumentary System (hair, skin, nails etc.) MS-HS-TSAA-5.1.E
 - f. Respiratory System (nose, trachea, bronchi, lungs, diaphragm etc.) MS-HS-TSAA-5.1.F
 - g. Nervous System (brain, spinal cord, nerves etc.) MS-HS-TSAA-5.1.G
2. Summarize and relate basic research results of common diseases and disorders often involved with the various systems. MS-HS-TSAA-5.2
3. Investigate basic research concepts regarding the impacts that common diseases and disorders have on the various systems. MS-HS-TSAA-5.3

MS-HS-TSAA-6. Demonstrate the following skills required for patient evaluation in a healthcare setting. MS-HS-TSAA-6

1. Assess and construct ideas around the results of measuring and recording heart rate after different everyday activities. MS-HS-TSAA-6.1
2. Calculate, classify, and summarize BMI (body mass index) 6.3 Assess and construct ideas around the results of measuring and recording body temperature after different everyday activities. MS-HS-TSAA-6.2
4. Research and determine appropriate respiratory rates by age group. Demonstrate the ability to assess respiratory rates. MS-HS-TSAA-6.4

MS-HS-TSAA-7. Teamwork and Leadership - 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-TSAA-7](#)

1. Research the history of the state supported healthcare science CTSO (Career Technical Student Organization). [MS-HS-TSAA-7.1](#)
2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristic of the state supported healthcare science CTSO. [MS-HS-TSAA-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-TSAA-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-TSAA-7.4](#)

Foundations of Business Management (7.084)

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

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. [MS-BMF-FBM-1.1](#)
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. [MS-BMF-FBM-1.2](#)
3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. [MS-BMF-FBM-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-FBM-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-FBM-1.5](#)
6. Present a professional image through appearance, behavior and language. [MS-BMF-FBM-1.6](#)

MS-BMF-FBM-2. Understand the opportunities and nature of business, the role of an entrepreneur, and the subset of skills most commonly required of an entrepreneur. MS-BMF-FBM-2

1. Explain the significance of solving problems as it relates to filling a need in an open and free market place. MS-BMF-FBM-2.1
2. Compare and contrast the roles within an organization of an employee and an entrepreneur, using examples of local entrepreneurs and well-known entrepreneurs. MS-BMF-FBM-2.2
3. Predict the consequences of a business that does not have a unique niche among local and global competitors, using examples of success and failure in the local community and/or globally. MS-BMF-FBM-2.3
4. Connect entrepreneurial mindset traits, such as persistence, passion, creativity, work ethic, and lifelong learning to successful entrepreneurs. MS-BMF-FBM-2.4
5. Explore the impact of the global economy on entrepreneurs that offer services and products locally and worldwide. MS-BMF-FBM-2.5

1. Practice useful ways to demonstrate the importance of professional reading, writing, listening, and speaking skills with both customers and employees as the intended audience. MS-BMF-FBM-3.1

2. Explain the importance of interpreting and demonstrating non-verbal communication skills with customers and employees, including the use of graphs, diagrams, flow-charts, and other visual aids to respect national and international business cultures. MS-BMF-FBM-3.2

3. Identify and demonstrate effective active listening and speaking skills using appropriate techniques utilized by professional speakers. MS-BMF-FBM-3.3

MS-BMF-FBM-4. Understand basic business ideas that affect fundamental business decisions such as the feasibility of a business and its legal form of business ownership. MS-BMF-FBM-4

1. Assess the feasibility of a business opportunity by researching local market needs. MS-BMF-FBM-4.1
2. Discuss methods for making sound business decisions. MS-BMF-FBM-4.2
3. Compare and contrast legal forms of business ownership (sole proprietorship, partnership, limited liability corporation, and corporation). MS-BMF-FBM-4.3
4. Compare and contrast intellectual property in the following areas--copyright, trademark, and patents--as it relates to products and branding development. MS-BMF-FBM-4.4

MS-BMF-FBM-5. Understand and apply basic economic principles and concepts that are fundamental to entrepreneurship. MS-BMF-FBM-5

1. Explain the factors of economic production--land, labor, capital, and entrepreneurship-- and the part each plays in starting a business. MS-BMF-FBM-5.1
2. Compare a business that produces goods versus one that provides services. MS-BMF-FBM-5.2
3. Demonstrate the effect of the law of supply and demand as it relates to price for a product or service. MS-BMF-FBM-5.3
4. Explain how competition affects economic decisions in a market economy both locally and globally. MS-BMF-FBM-5.4
5. Examine the typical timeline from starting a business to its breakeven (B/E) point, including what factors have to be in place for B/E to occur and what the business must do to survive until it reaches that point. MS-BMF-FBM-5.5
6. Explore scarcity and opportunity costs as they relate to business ownership. MS-BMF-FBM-5.6

MS-BMF-FBM-6. Determine how to identify, reach, and retain customers in a specific target market using a marketing plan. MS-BMF-FBM-6

1. Explore the importance of performing market research. MS-BMF-FBM-6.1
2. Define and determine a target market for a specific product or service. MS-BMF-FBM-6.2
3. Develop and explain the marketing mix for a company's product or service (Product, Place, Price, and Promotion. MS-BMF-FBM-6.3
4. Create an advertising campaign to promote a business product or service using a variety of tools. MS-BMF-FBM-6.4

MS-BMF-FBM-7. Understand the financial needs to start and maintain a healthy business venture. MS-BMF-FBM-7

1. Define profit, loss, break-even, assets, and liabilities (including monthly expenses). MS-BMF-FBM-7.1
2. Investigate different ways to raise capital for a business (crowdfunding sources, loans, savings, etc.). MS-BMF-FBM-7.2
3. Calculate cost per unit for a product or service and determine retail price. MS-BMF-FBM-7.3
4. Distinguish between start-up and operating costs for a business. MS-BMF-FBM-7.4
5. Analyze a Balance Sheet and Income Statement. MS-BMF-FBM-7.5

MS-BMF-FBM-8. Manage and operate a real business or simulate the operation and management of a business. MS-BMF-FBM-8

1. Create a business model canvas (business plan canvas). MS-BMF-FBM-8.1
2. Implement a plan to start and operate a business. MS-BMF-FBM-8.2
3. Understand the importance of having a mentor or expert advice for a business. MS-BMF-FBM-8.3
4. Write and give a short elevator type pitch for a business idea. MS-BMF-FBM-8.4

MS-BMF-FBM-9. 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-FBM-9

1. Research the history of Future Business Leaders of America (FBLA). MS-BMF-FBM-9.1
2. Discuss the mission, purpose, motto, colors, official dress, and other distinguishing characteristics of FBLA. MS-BMF-FBM-9.2
3. Explain how participation in FBLA can promote lifelong responsibility for community service, professional growth, and development. MS-BMF-FBM-9.3
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-FBM-9.4