

Middle School CTAE Standards (2020) - Grade 8

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](#)

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](#)
-

Foundations of Investing and Finance (7.085)

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

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

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

MS-BMF-FIF-2. Investigate the financial terms and concepts involved in the banking industry. [MS-BMF-FIF-2](#)

1. Explain the purpose and functions of a bank. [MS-BMF-FIF-2.1](#)
2. Differentiate between a central bank (Federal Reserve Bank) and your local bank. [MS-BMF-FIF-2.2](#)
3. Analyze the different types of bank accounts and determine when it is appropriate to use each one, discussing the pros and cons of each (checking, savings, certificates of deposits, money markets, line of credit). [MS-BMF-FIF-2.3](#)
4. Practice basic record keeping of a bank account, such as writing checks, recording transactions in a check register, and understanding and reconciling a bank statement. [MS-BMF-FIF-2.4](#)
5. Differentiate between a credit card, a debit card, and a bank card. [MS-BMF-FIF-2.5](#)
6. Investigate the economic benefits of good credit and the consequences of debt. [MS-BMF-FIF-2.6](#)
7. Examine the different types of credit, such as credit cards and loans (auto, student), and determine the appropriate time to use each. [MS-BMF-FIF-2.7](#)

MS-BMF-FIF-3. Identify the characteristics and necessary choices associated with the establishment of personal financial goals. [MS-BMF-FIF-3](#)

1. Develop and analyze a personal finance plan that shows understanding of the personal responsibility of spending choices. [MS-BMF-FIF-3.1](#)
2. Analyze different types of credit and their impact on personal financial planning. [MS-BMF-FIF-3.2](#)
3. Craft a sample balanced budget (include needs, wants, savings, and charitable giving). [MS-BMF-FIF-3.3](#)

MS-BMF-FIF-4. Evaluate and investigate the industry of financial services. [MS-BMF-FIF-4](#)

1. Identify the roles of insurance in financial planning. [MS-BMF-FIF-4.1](#)
2. Investigate how the financial service industry impacts customers, their homes, and local business owners. [MS-BMF-FIF-4.2](#)

MS-BMF-FIF-5. Connect accounting procedures to real world experiences. [MS-BMF-FIF-5](#)

1. Define common accounting terms (assets, liabilities, owner's equity/capital, income/revenue, expenses) and illustrate their effect on the accounting equation. [MS-BMF-FIF-5.1](#)

2. Utilize basic spreadsheets used in accounting, including charts to create visual comparisons. [MS-BMF-FIF-5.2](#)
 3. Include the use of formulas and formatting tools. [MS-BMF-FIF-5.3](#)
 4. Identify different taxes (sales, income, property, ad valorem) and discuss how those taxes are used to benefit your community. [MS-BMF-FIF-5.4](#)
 5. Use basic math skills to determine tax calculations. [MS-BMF-FIF-5.5](#)
-

MS-BMF-FIF-6. Apply the concepts of free enterprise to the operations of a company. [MS-BMF-FIF-6](#)

1. Describe free enterprise (capitalism) and its effect on the economy of a nation. [MS-BMF-FIF-6.1](#)
 2. Explain the theory of supply and demand. [MS-BMF-FIF-6.2](#)
 3. Investigate the basics of running a business, incorporating simple forms used in recordkeeping (e.g., order forms, invoices, sales receipts, packing slips). [MS-BMF-FIF-6.3](#)
-

MS-BMF-FIF-7. Explore the changing trends in the use of technology in finance, accounting, and banking (FinTech). [MS-BMF-FIF-7](#)

1. Analyze the effect of technology on financial transactions, including the invention of automatic teller machines (ATM), online banking, using smartphones to make purchases, and other ways technology has impacted the movement of money. [MS-BMF-FIF-7.1](#)
 2. Predict the effect of digital currencies on the banking industry and the economy, including the impact of how people and businesses will make transactions in the future. [MS-BMF-FIF-7.2](#)
 3. Compare and contrast current ways financial transactions occur, including ATMs, debits, checks, Zelle, bitcoin, and other emerging trends. [MS-BMF-FIF-7.3](#)
-

MS-BMF-FIF-8. 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-FIF-8](#)

1. Research the history of Future Business Leaders of America (FBLA). [MS-BMF-FIF-8.1](#)
2. Discuss the mission, purpose, motto, colors, official dress, and other distinguishing characteristics of FBLA. [MS-BMF-FIF-8.2](#)
3. Explain how participation in FBLA can promote lifelong responsibility for community service, professional growth, and development. [MS-BMF-FIF-8.3](#)

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-FIF-8.4](#)

**Agriculture, Food &
Natural Resources
Exploring Agriculture
Education Grade 8
(2.014)**

AFNR-MSAGED8-2. Describe, illustrate, and apply information pertaining to current events, trends, and research of the total Three-Component Model of Agricultural Education. [AFNR-MSAGED8-2](#)

1. Illustrate all three components of the Total Agricultural Education Program (classroom instruction, FFA, Supervised Agricultural Experience). [AFNR-MSAGED8-2.1](#)
2. Summarize the historical events of the National FFA Organization. [AFNR-MSAGED8-2.2](#)
3. Investigate current trends and events relating to National FFA and Georgia FFA Association. [AFNR-MSAGED8-2.3](#)
4. Apply Career Development Event (CDE) and Leadership Development Event (LDE) concepts relating to employability and career readiness. [AFNR-MSAGED8-2.4](#)
5. Create, implement, and maintain records for a Supervised Agriculture Experience (SAE) related to the student's interests and needs. [AFNR-MSAGED8-2.5](#)

AFNR-MSAGED8-3. Describe, illustrate, and apply information pertaining to current events, trends, research, and careers in the Georgia agriculture industry. [AFNR-MSAGED8-3](#)

1. Describe and discuss how agriculture provides basic human needs. [AFNR-MSAGED8-3.1](#)
2. Illustrate the impact of agriculture on Georgia's economy and workforce. [AFNR-MSAGED8-3.2](#)
3. Summarize important events in the history of agriculture in Georgia. [AFNR-MSAGED8-3.3](#)
4. Investigate examples of commodities produced in your local area. [AFNR-MSAGED8-3.4](#)

AFNR-MSAGED8-4. Describe, illustrate, and apply information pertaining to current events, trends, research, and careers in Plant Science. [AFNR-MSAGED8-4](#)

1. Create new plants through sexual propagation. [AFNR-MSAGED8-4.1](#)
2. Create new plants using asexual propagation techniques. [AFNR-MSAGED8-4.2](#)
3. Summarize environmental conditions for plant growth (light, air, water, and soil). [AFNR-MSAGED8-4.3](#)

4. Differentiate between the processes of photosynthesis and respiration. [AFNR-MSAGED8-4.4](#)
5. Apply Career Development Event (CDE) and Leadership Development Event (LDE) concepts relating to plant science. [AFNR-MSAGED8-4.5](#)

AFNR-MSAGED8-5. Describe, illustrate, and apply information pertaining to current events, trends, research, and careers in Forestry and Natural Resources. [AFNR-MSAGED8-5](#)

1. Compare and contrast the forestry and natural resource industry. [AFNR-MSAGED8-5.1](#)
2. Identify different forest products and their uses. [AFNR-MSAGED8-5.2](#)
3. Explain various forest management practices. (Examples include, but are not limited to, prescribed burns, wildfires, clear cut, thinning, and reforestation). [AFNR-MSAGED8-5.3](#)
4. Investigate careers in forestry and natural resources industries. [AFNR-MSAGED8-5.4](#)
5. Describe the parts of a tree, tree types, and physiological processes of tree growth. [AFNR-MSAGED8-5.5](#)
6. Identify Georgia's commercially important trees. [AFNR-MSAGED8-5.6](#)
7. Apply Career Development Event (CDE) and Leadership Development Event (LDE) concepts relating to forestry and natural resources. [AFNR-MSAGED8-5.7](#)

AFNR-MSAGED8-6. Describe, illustrate, and apply information pertaining to current events, trends, research, and careers in Animal Science. [AFNR-MSAGED8-6](#)

1. Recognize the signs and symptoms of animal health. [AFNR-MSAGED8-6.1](#)
2. Demonstrate the proper restraint methods for animals. [AFNR-MSAGED8-6.2](#)
3. Create a feed ration for livestock or companion animals. [AFNR-MSAGED8-6.3](#)
4. Evaluate livestock or companion animals based on a breed standard. [AFNR-MSAGED8-6.4](#)
5. Apply Career Development Event (CDE) and Leadership Development Event (LDE) concepts relating to animal science. [AFNR-MSAGED8-6.5](#)

AFNR-MSAGED8-7. Describe, illustrate, and apply information pertaining to current events, trends, research, and careers in Agricultural Mechanics. [AFNR-MSAGED8-7](#)

1. Discuss and demonstrate safety procedures and appropriate behavior while working in the agriculture classroom, labs, and/or work sites. [AFNR-MSAGED8-7.1](#)
2. Identify and safely operate all hand tools, power tools, and/or equipment in the agricultural mechanics laboratory. [AFNR-MSAGED8-7.2](#)
3. Demonstrate proper use of tools for preparing conductors, mounting electrical enclosures, and connecting devices for branch and feeder circuits. [AFNR-MSAGED8-7.3](#)
4. Plan and construct basic Agricultural Mechanics project utilizing a bill of materials. [AFNR-MSAGED8-7.4](#)
5. Apply Career Development Event (CDE) and Leadership Development Event (LDE) concepts relating to agricultural mechanics. [AFNR-MSAGED8-7.5](#)

**Exploring Audio/Video
Broadcast & Film Grade
8 (10.013)**

AAVTC-MSAVTF8-2. Demonstrate proper communications utilized in the industry. [AAVTC-MSAVTF8-2](#)

1. Explore the history of broadcasting & film. [AAVTC-MSAVTF8-2.1](#)
2. Demonstrate & understand the various careers associated with the broadcasting and film industries. [AAVTC-MSAVTF8-2.2](#)
3. Demonstrate & understand the areas of safety when utilizing the internet and other online platforms. [AAVTC-MSAVTF8-2.3](#)
4. Demonstrate & understand the writing that is required for shows & movies. [AAVTC-MSAVTF8-2.4](#)
5. Demonstrate & understand the variety of editing, platforms such as AVID & Adobe Creative Cloud and their practical applications. [AAVTC-MSAVTF8-2.5](#)
6. Utilize Adobe Premiere/spark and discuss its functions. [AAVTC-MSAVTF8-2.6](#)
7. Demonstrate & utilize the communications that take place on a movie set. [AAVTC-MSAVTF8-2.7](#)
8. Demonstrate & utilize the steps for designing, production, and presentation for PSA or Commercial. [AAVTC-MSAVTF8-2.8](#)

AAVTC-MSAVTF8-3. Demonstrate proper safety to include OSHA procedures used in the industry. [AAVTC-MSAVTF8-3](#)

1. Safety -proper camera, computer, microphones, lighting, grips, & rigging equipment-. [AAVTC-MSAVTF8-3.1](#)
2. Demonstrate and understand OSHA safety and regulations for a studio and/or set. [AAVTC-MSAVTF8-3.2](#)
3. Demonstrate the structure/hierarchy for personnel in a studio or movie set. [AAVTC-MSAVTF8-3.3](#)

4. Research the salaries and pay associated with broadcasting & film work. [AAVTC-MSAVTF8-3.4](#)
 5. Discover the available careers right here in Georgia and its growing industry with great potential. [AAVTC-MSAVTF8-3.5](#)
 6. Ancillary businesses that service the movie set -dry cleaning, hotels, rental equipment, waste disposal, catering, etc.-. [AAVTC-MSAVTF8-3.6](#)
-

AAVTC-MSAVTF8-4. Demonstrate the legalities and ethics utilized in the industry. [AAVTC-MSAVTF8-4](#)

1. Demonstrate & utilize the proper safety measures for internet usage, research, and postings. [AAVTC-MSAVTF8-4.1](#)
 2. Exhibit the copyrights, trademarked, pictures, and music legality & permissions. [AAVTC-MSAVTF8-4.2](#)
 3. Demonstrate the proper legal clearances/permits, music rights, and licensing on location. [AAVTC-MSAVTF8-4.3](#)
 4. Research a legal case study or news article of copy write or writing infringement. [AAVTC-MSAVTF8-4.4](#)
 5. Discuss & understand the ethical implications of intellectual property and journalism. [AAVTC-MSAVTF8-4.5](#)
 6. Discuss & understand the concept of "free/fair use" and "public domain". [AAVTC-MSAVTF8-4.6](#)
 7. Demonstrate how to protect the students own intellectual properties. [AAVTC-MSAVTF8-4.7](#)
-

AAVTC-MSAVTF8-5. Demonstrate the proper script-s- and procedures related to the industry. [AAVTC-MSAVTF8-5](#)

1. Demonstrate the varieties of script types broadcasting, journalism, commercial, cinematic, etc. [AAVTC-MSAVTF8-5.1](#)
 2. Discuss the different prewriting materials outlines, beat sheets, character bios, etc. [AAVTC-MSAVTF8-5.2](#)
 3. Demonstrate the proper script writing procedure with formatting & structure techniques. [AAVTC-MSAVTF8-5.3](#)
 4. Demonstrate the revisions and feedback process for script writing. [AAVTC-MSAVTF8-5.4](#)
 5. Demonstrate the proper procedure for pitching a script with story boards, look books, treatments, & pitch decks. [AAVTC-MSAVTF8-5.5](#)
-

AAVTC-MSAVTF8-6. Demonstrate knowledge relating to the hierarchy within the industry. [AAVTC-MSAVTF8-6](#)

1. Investigate & examine the various departments on the movie set and broadcast production. [AAVTC-MSAVTF8-6.1](#)

2. Understand the departmental differences between various mediums. [AAVTC-MSAVTF8-6.2](#)
3. Investigate the various phases of departmental involvement in various productions. [AAVTC-MSAVTF8-6.3](#)
4. Expound on the main departments such as production office, assistant directors, cameras, sound, art, grip, electric, post-production, casting, transportation, accounting, etc. [AAVTC-MSAVTF8-6.4](#)

AAVTC-MSAVTF8-7. Demonstrate knowledge relating to proper production procedures. [AAVTC-MSAVTF8-7](#)

1. Research and discuss creative and technical elements of production and post-production. [AAVTC-MSAVTF8-7.1](#)
2. Demonstrate proper use of equipment used in film and television production. [AAVTC-MSAVTF8-7.2](#)
3. Demonstrate various types of camera shots and discuss the purpose-s- of each. [AAVTC-MSAVTF8-7.3](#)
4. Execute a project -commercial, PSA, short film, etc.- from script to screen. [AAVTC-MSAVTF8-7.4](#)

AAVTC-MSAVTF8-8. 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-MSAVTF8-8](#)

1. Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA. [AAVTC-MSAVTF8-8.1](#)
2. Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development. [AAVTC-MSAVTF8-8.2](#)
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-MSAVTF8-8.3](#)
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-MSAVTF8-8.4](#)

**Exploring Construction
Grade 8 (46.026)**

ACCT-MSCONST8-2. Demonstrate the proper use of power tools (Based upon competency of each student) Demonstrate competent use in 3 of the 5 saws listed below. [ACCT-MSCONST8-2](#)

1. Demonstrate the proper and safe use of the compound Miter saw. [ACCT-MSCONST8-2.1](#)

2. Demonstrate the proper and safe use of the saber/jig saw and/or scroll saw. [ACCT-MSCONST8-2.2](#)
 3. Demonstrate the proper and safe use of the band saw. [ACCT-MSCONST8-2.3](#)
 4. Demonstrate the proper and safe use of the table saw. [ACCT-MSCONST8-2.4](#)
 5. Demonstrate the proper and safe use of the circular saw (optional). [ACCT-MSCONST8-2.5](#)
-

ACCT-MSCONST8-3. Demonstrate the proper use of fastening power tools. [ACCT-MSCONST8-3](#)

1. Demonstrate the knowledge of a keyed chuck and keyless chuck on a power drill. [ACCT-MSCONST8-3.1](#)
 2. Demonstrate the proper selection and use of bits (twist bit, Forstner bit, spade bit, brad point bit, and counter sink bit). [ACCT-MSCONST8-3.2](#)
 3. Demonstrate the proper selection of driver bits (Phillips, Torx, and square drive). [ACCT-MSCONST8-3.3](#)
 4. Demonstrate the proper set up and use of the drill clutching, camming, and proper chucking of the bit(s). [ACCT-MSCONST8-3.4](#)
 5. Demonstrate the proper selection and proper identification between drill and impact drivers. [ACCT-MSCONST8-3.5](#)
 6. Demonstrate the proper knowledge of the drill and impact drivers anatomy (trigger, speed switch, directional switch, clutch, chuck, drill mode, etc. [ACCT-MSCONST8-3.6](#)
-

ACCT-MSCONST8-4. Demonstrate the proper and safe use of pneumatic fastening tools. [ACCT-MSCONST8-4](#)

1. Demonstrate proper safety procedures for pneumatic tools and compressors. [ACCT-MSCONST8-4.1](#)
 2. Identify the various types of air Nailers (brad Nailer, framing Nailer, stapler, etc.). [ACCT-MSCONST8-4.2](#)
 3. Identify the proper use of the compressor settings, maintenance, and storage (regulator, drain plug, hose connections, etc.). [ACCT-MSCONST8-4.3](#)
-

ACCT-MSCONST8-5. Demonstrate the safe and proper use of sanders and abrasives. [ACCT-MSCONST8-5](#)

1. Demonstrate the proper and safe use of the disc, belt, and drum sander (table mounted). [ACCT-MSCONST8-5.1](#)
2. Demonstrate the proper and safe use of the handheld belt sander. [ACCT-MSCONST8-5.2](#)

3. Demonstrate the proper and safe use of the vibrating/palm sander. [ACCT-MSCONST8-5.3](#)
 4. Demonstrate the proper grit selection of the sandpaper to be used. [ACCT-MSCONST8-5.4](#)
-

ACCT-MSCONST8-6. Demonstrate proper and safe use of the measuring tape and safety guidelines. [ACCT-MSCONST8-6](#)

1. Demonstrate proficient use of the measuring tape to 1/8th of an inch. [ACCT-MSCONST8-6.1](#)
 2. Demonstrate proficient use of the measuring tape to square structure or layout with equal diagonals and/or the 3,4,5 rule. [ACCT-MSCONST8-6.2](#)
 3. Demonstrate the knowledge of how to convert fractions to decimals and decimals to fractions. [ACCT-MSCONST8-6.3](#)
 4. Demonstrate the knowledge of proper safety equipment for personal use (Don safety glasses, face shield, gloves, hard hat, respirator, etc.). [ACCT-MSCONST8-6.4](#)
 5. Demonstrate the knowledge of shop safety. (Such as masks, shop vac, and filter usage for dust collection systems). [ACCT-MSCONST8-6.5](#)
-

ACCT-MSCONST8-7. Examine how SkillsUSA is a co-curricular part of career and technical education through leadership development, school and community service projects, and competitive events. [ACCT-MSCONST8-7](#)

1. Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA. [ACCT-MSCONST8-7.1](#)
 2. Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development. [ACCT-MSCONST8-7.2](#)
 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. [ACCT-MSCONST8-7.3](#)
 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. [ACCT-MSCONST8-7.4](#)
-

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

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

2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. [MS-LPSCS-ELEC-1.2](#)
 3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. [MS-LPSCS-ELEC-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-ELEC-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-ELEC-1.5](#)
 6. Present a professional image through appearance, behavior, and language. [MS-LPSCS-ELEC-1.6](#)
-

MA-LPSCS-ELEC-2. Demonstrate basic knowledge of the Georgia Public Safety system and the roles of the various agencies. [MA-LPSCS-ELEC-2](#)

1. Identify the various agencies that comprise the Georgia Public Safety System. [MA-LPSCS-ELEC-2.1](#)
2. Explain the role of various agencies in law enforcement services and communications. [MA-LPSCS-ELEC-2.2](#)
3. Research the history of the Georgia Public Safety System, and how the systems has evolved with technology and describe technologies that have enhanced the public safety system. [MA-LPSCS-ELEC-2.3](#)
4. Determine behavioral preferences and apply an appreciation of diversity to interpersonal situations. [MA-LPSCS-ELEC-2.4](#)
5. Identify different categories of diversity, research diversity and the impact on government agencies [MA-LPSCS-ELEC-2.5](#)
6. Explain the code of ethics and character development in public safety professions. [MA-LPSCS-ELEC-2.6](#)
7. Define confidentiality and how it applies to the various public safety careers. [MA-LPSCS-ELEC-2.7](#)
8. Identify the various background checks that affect employment in the public safety professions. [MA-LPSCS-ELEC-2.8](#)
9. Demonstrate an understanding of employability skills needed in public safety professions. [MA-LPSCS-ELEC-2.9](#)
10. Identify the technical skills needed in various public safety professions. [MA-LPSCS-ELEC-2.10](#)
11. Identify training and post-secondary education needs for various public safety professions. [MA-LPSCS-ELEC-2.11](#)

12. Identify career options in law enforcement including researching local police departments in your area. [MA-LPSCS-ELEC-2.12](#)
 13. Explain the difference between local, state and federal agencies. [MA-LPSCS-ELEC-2.13](#)
-

MS-LPSCS-ELEC-3. Synthesize the operations and career options in communications centers for Law Enforcement and Fire and Emergency Management Services. [MS-LPSCS-ELEC-3](#)

1. Explain the roles and responsibilities of dispatch. [MA-LPSCS-ELEC-3.1](#)
 2. Identify the roles and responsibilities of 911. [MA-LPSCS-ELEC-3.2](#)
 3. Demonstrate the ability to use the phonetic alphabet. [MA-LPSCS-ELEC-3.3](#)
 4. Explain the three general types of calls dispatchers might receive. [MA-LPSCS-ELEC-3.4](#)
 5. Demonstrate appropriate use of public safety communications systems and equipment. [MA-LPSCS-ELEC-3.5](#)
 6. Demonstrate the ability to communicate using hand held walkie-talkies or radios to simulate radio communication. [MA-LPSCS-ELEC-3.6](#)
 7. Recall the signals and call codes from a local agency and listen to a scanner to identify law enforcement calls. [MA-LPSCS-ELEC-3.7](#)
-

MS-LPSCS-ELEC-4. Explore the history of American law enforcement including researching local, state and federal police agencies. [MS-LPSCS-ELEC-4](#)

1. Examine various career paths in law enforcement. [MA-LPSCS-ELEC-4.1](#)
2. Explain the difference between local, state, and federal enforcement and illustrate how the federal, state, and local law enforcement agencies interact. [MA-LPSCS-ELEC-4.2](#)
3. Distinguish between private and public enforcement. [MA-LPSCS-ELEC-4.3](#)
4. Discuss the history of American law enforcement. [MA-LPSCS-ELEC-4.4](#)
5. Diagram how the various elements of public safety and government interact and connect. [MA-LPSCS-ELEC-4.5](#)
6. Research the local police departments in your area, understanding the differences in police departments. [MA-LPSCS-ELEC-4.6](#)
7. Demonstrate proper handcuffing techniques. [MA-LPSCS-ELEC-4.7](#)

8. Demonstrate proper soft skills while role playing specific law enforcement situations. [MA-LPSCS-ELEC-4.8](#)
-

MS-LPSCS-ELEC-5. Create strategies for resolving conflict in a diverse, multicultural setting. [MS-LPSCS-ELEC-5](#)

1. Identify the causes of conflict and apply proper conflict resolution techniques. [MA-LPSCS-ELEC-5.1](#)
2. Describe the four basic causes of conflict. [MA-LPSCS-ELEC-5.2](#)
3. Analyze five different types of conflict. [MA-LPSCS-ELEC-5.3](#)
4. Recognize the impact of conflict on relationships. [MA-LPSCS-ELEC-5.4](#)
5. Apply awareness of differences in behavior preferences to conflict situations and resolution. [MA-LPSCS-ELEC-5.5](#)
6. Assess personal conflict management skills and evaluate steps to managing conflict. [MA-LPSCS-ELEC-5.6](#)
7. Determine the common causes and effects of anger in interpersonal relationships. [MA-LPSCS-ELEC-5.7](#)
8. Select strategies for controlling anger. [MA-LPSCS-ELEC-5.8](#)
9. Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others. [MA-LPSCS-ELEC-5.9](#)
10. Compare two or more points of view and the reason behind them. [MA-LPSCS-ELEC-5.10](#)
11. Identify appropriate intervention guidelines. [MA-LPSCS-ELEC-5.11](#)
12. Identify techniques for reducing conflict within a diverse population. [MA-LPSCS-ELEC-5.12](#)

MS-LPSCS-ELEC-6. Explain the role of law enforcement in making an arrest all the way through to the booking process. MS-LPSCS-ELEC-6

1. Identify the origin of police power and police authority. MA-LPSCS-ELEC-6.1
2. Demonstrate the ability to handcuff and arrest a suspect. MA-LPSCS-ELEC-6.2
3. Identify the methods for conducting interviews and interrogations. MA-LPSCS-ELEC-6.3
4. Explore de-escalation tactic and apply de-escalation tactics to appropriate law enforcement scenarios. MA-LPSCS-ELEC-6.4
5. Explain the steps and procedures involved in the law enforcement booking process. MA-LPSCS-ELEC-6.5
6. Demonstrate the ability to fingerprint a suspect using a ten-print card. MA-LPSCS-ELEC-6.6

MS-LPSCS-ELEC-7. Describe and illustrate the many parts to a crime scene investigation. MS-LPSCS-ELEC-7

1. Explain Locard's Exchange Principle. MA-LPSCS-ELEC-7.1
2. Demonstrate various methods of fingerprint development. MA-LPSCS-ELEC-7.2
3. Identify fingerprint patterns. MA-LPSCS-ELEC-7.3
4. Compare and contrast the differences between animal and human bones and will be able to distinguish the difference between male and female skeleton. MA-LPSCS-ELEC-7.4
5. Identify the bones in the human body. MA-LPSCS-ELEC-7.5
6. Distinguish both gender and racial features from a skeleton. MA-LPSCS-ELEC-7.6
7. Discuss the importance of anthropology as it relates to criminal investigation. MA-LPSCS-ELEC-7.7
8. Describe the importance of the use of facial reconstruction in police investigations, to include sketching, software and reconstruction of skulls. MA-LPSCS-ELEC-7.8
9. Demonstrate the use of facial reconstruction software (FACES). MA-LPSCS-ELEC-7.9
10. Demonstrate the ability to successfully photograph and diagram a crime scene. MA-LPSCS-ELEC-7.10
11. Describe how to secure and maintain evidence within a crime scene. MA-LPSCS-ELEC-7.11
12. Explain how detectives protect themselves at a crime scene. MA-LPSCS-ELEC-7.12

13. Identify methods investigators use to record a crime scene. [MA-LPSCS-ELEC-7.13](#)
14. Demonstrate the photographing of a crime scene. [MA-LPSCS-ELEC-7.14](#)
15. Demonstrate the diagramming of a crime scene using triangulation or base line diagramming methods. [MA-LPSCS-ELEC-7.15](#)
16. Demonstrate the ability to recognize and collect physical and trace evidence at a crime scene. [MA-LPSCS-ELEC-7.16](#)
17. Understand the process involved in identifying or eliminating handwriting samples during an investigation. [MA-LPSCS-ELEC-7.17](#)

MS-LPSCS-ELEC-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-ELEC-8](#)

1. Demonstrate a basic understanding and purpose of SkillsUSA student organization. [MA-LPSCS-ELEC-8.1](#)
2. Diagram the relationship between members and the leadership. [MA-LPSCS-ELEC-8.2](#)
3. Identify the leadership positions. [MA-LPSCS-ELEC-8.3](#)
4. Evaluate behaviors to determine appropriate decorum for meetings. [MA-LPSCS-ELEC-8.4](#)
5. Investigate middle school and secondary SkillsUSA participation in chapter meetings. [MA-LPSCS-ELEC-8.5](#)
6. Describe competitions at the middle school level and the secondary level. [MA-LPSCS-ELEC-8.6](#)
7. Discuss the mission, purpose, motto, pledge, creed and other distinguishing characteristics of SkillsUSA. [MA-LPSCS-ELEC-8.7](#)

Family Consumer Sciences Grade 8 (20.013)

MSFCS8-CD-1. Demonstrate employability skills required by business and industry. [MSFCS8-CD-1](#)

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. [MSFCS8-CD-1.1](#)
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. [MSFCS8-CD-1.2](#)
3. Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations. [MSFCS8-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. [MSFCS8-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. [MSFCS8-CD-1.5](#)
6. Present a professional image through appearance, behavior and language. [MSFCS8-CD-1.6](#)

MSFCS8-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. [MSFCS8-CD-2](#)

1. Research the history of FCCLA. [MSFCS8-CD-2.1](#)
2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA. [MSFCS8-CD-2.2](#)
3. Explain how active participation in FCCLA can promote lifelong responsibility for community service and professional growth and development. [MSFCS8-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. [MSFCS8-CD-2.4](#)

MSFCS8-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. MSFCS8-CD-3

1. Recognize safety and sanitation standards and practices in selection, preparation, handling, and food storage. MSFCS8-CD-3.1
2. Discuss cultural influences on food and demonstrate how those foods are made. MSFCS8-CD-3.2
3. Explain the legal requirements of proper food safety and sanitation for the food service industry (e.g. guest speaker from industry, health inspector). MSFCS8-CD-3.3
4. Compare and analyze "Nutrition Facts Labels" on a variety of food products. MSFCS8-CD-3.4
5. Calculate personal Body Mass Index (BMI) and create a personal wellness plan (i.e. use choosemyplate.gov). MSFCS8-CD-3.5
6. Explain the selection, storage, and cooking techniques for each food group. MSFCS8-CD-3.6
7. Plan and prepare a healthy meal for a family including each food group listing ingredients, preparation, group work-plan and clean up steps. MSFCS8-CD-3.7

MSFCS8-CD-4. Analyze and apply culinary-related knowledge, technology and skills necessary for food preparation and service in a safe and sanitary work environment. MSFCS8-CD-4

1. Apply proper use, function and how to care for basic kitchen equipment. MSFCS8-CD-4.1
2. Apply food safety and sanitation guidelines. MSFCS8-CD-4.2
3. Implement foundational cooking techniques (i.e. knife skills, cooking methods, garnishes, portioning, plating and presentation). MSFCS8-CD-4.3
4. Identify and practice the basic concepts of food preparation/production. MSFCS8-CD-4.4
5. Assess the impact of sourcing local and sustainably produced food on local business, environment, and community. MSFCS8-CD-4.5
6. Apply and demonstrate a knowledge of "mis en place". MSFCS8-CD-4.6
7. Plan and prepare a healthy entree for a pre-teen/teenager listing ingredients, directions, group work-plan, and clean up. MSFCS8-CD-4.7

MSFCS8-CD-5. Analyze factors (social, psychological, cultural, economic) affecting fibers and apparel decisions for individuals and families and their overall impact. MSFCS8-CD-5

1. Identify and research the variety of ways to purchase clothing (i.e. stores, online, small businesses, multi-level marketing). [MSFCS8-CD-5.1](#)
 2. Analyze how different fabrics are constructed (i.e. weaving, knitting, or pressing). [MSFCS8-CD-5.2](#)
 3. Investigate the environmental impact of natural versus manufactured fibers used to make clothing. [MSFCS8-CD-5.3](#)
 4. Analyze and explain multiple perspectives of how industry and economy have shaped fashion and culture. [MSFCS8-CD-5.4](#)
-

MSFCS8-CD-6. Synthesize factors (social, psychological, cultural, economic) affecting housing and interior design decisions for individuals and families and their overall impact. [MSFCS8-CD-6](#)

1. Apply the elements of design through the creation of a scaled floor plan (line, form, color, light, material, space and texture). [MSFCS8-CD-6.1](#)
 2. Analyze the principles of design (harmony, balance, proportion, scale, contrast, dominance, opposition, principality, rhythm, subordination and transition). [MSFCS8-CD-6.2](#)
 3. Create traffic patterns while identifying and listing steps to prevent household accidents. [MSFCS8-CD-6.3](#)
 4. Create and model a space using specific color schemes. [MSFCS8-CD-6.4](#)
-

MSFCS8-CD-7. Compare and contrast the growth and development of the child, ages birth to 5. [MSFCS8-CD-7](#)

1. Analyze a child's developmental milestones using case study scenarios. [MSFCS8-CD-7.1](#)
 2. Compare and contrast resources found on a variety of platforms such as websites, apps on smartphones, magazines, books, videos, etc. to support the growth and development of children. [MSFCS8-CD-7.2](#)
 3. Create a developmentally-appropriate resource to facilitate learning experiences for a child such as a number or letter games, picture books, board games, and color by number sheets. [MSFCS8-CD-7.3](#)
 4. Prepare a nutritious snack for a child and identify the nutrients in the snack. [MSFCS8-CD-7.4](#)
 5. Create lesson plans sensitive to students with diverse backgrounds (cultural, learning styles, learning levels, special needs) utilizing a variety of methods such as differentiation, handicap accessibility, etc. [MSFCS8-CD-7.5](#)
-

MSFCS8-CD-8. Identify and apply the knowledge, skills, and practices of the educational workforce. [MSFCS8-CD-8](#)

1. Examine the importance of family and community partnerships. [MSFCS8-CD-8.1](#)
2. Explore career pathways for educational professionals (teachers, program directors, coaches, mentors, learning specialists, etc.) including academic requirements; salaries and benefits; rewards and demands; and different work environments. [MSFCS8-CD-8.2](#)
3. Research and discuss the Code of Ethics of the Georgia Professional Standards Commission and professionalism in the workplace. [MSFCS8-CD-8.3](#)
4. Create a guidance and behavior plan for the classroom including rules, routines, rewards, and consequences. [MSFCS8-CD-8.4](#)
5. Demonstrate multiple instructional strategies geared to a variety of learning styles. [MSFCS8-CD-8.5](#)
6. Study educational standards and design a developmentally-appropriate lesson plan for a given age range and subject area. [MSFCS8-CD-8.6](#)

MSFCS8-CD-9. Explain the relationships of social (family/friends) and financial (money) skills needed to develop personal and business interactions. [MSFCS8-CD-9](#)

1. Explain the responsibilities associated with managing personal finances. [MSFCS8-CD-9.1](#)
2. Identify the various types of lending institutions and their differences. [MSFCS8-CD-9.2](#)
3. Demonstrate financial, online literacy and money management strategies as related to budgeting. [MSFCS8-CD-9.3](#)

MSFCS8-CD-10. Synthesize factors (social, psychological, cultural, economic) affecting consumers (individuals) and business decisions for individuals and families and how these decisions affect society. [MSFCS8-CD-10](#)

1. Analyze ways consumers are protected through policies, consumer rights, and responsibilities. [MSFCS8-CD-10.1](#)
2. Critique/ demonstrate ways advertising influences consumer decisions. [MSFCS8-CD-10.2](#)
3. Investigate and analyze the impact of technology on consumers. [MSFCS8-CD-10.3](#)