Wisconsin CTE

CTE (2013): Grade 6

Adopted 2013

4C/Creativity, Critical Thinking, Communication and Collaboration

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

a. Develop original solutions, products and services to meet a given need. 4C1.A

m. Analyze elements of a problem to develop creative solutions. 4C1.A.4.M

m. Explain how a recently developed product or service fulfills a human need or desire. 4C1.A.5.M

m. Describe how past experiences can inform current problem solving. 4C1.A.6.M

b. Work creatively with others to develop solutions, products and services. 4C1.B

m. Explain how multiple people can develop better solutions than an individual. 4C1.B.4.M

m. Explain how multiple people and perspectives can develop better ideas than an individual. 4C1.B.5.M

m. Explain how multiple people and perspectives can improve an existing product or process better than an individual. 4C1.B.6.M

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

a. Develop effective resolutions for a given problem, decision or opportunity using available information. 4C2.A

m. Analyze symptoms to identify the root cause of a problem. 4C2.A.5.M

m. Develop multiple resolutions for a given problem, decision or opportunity. 4C2.A.6.M

m. Identify problems that became worse due to poorly thought out or poorly informed solutions. 4C2.A.7.M

m. Explain how implementation of a solution or action may affect one or more corresponding systems. 4C2.A.8.M

m. Explain how different resolutions may be appropriate under different circumstances. 4C2.A.9.M

m. Explain the process for choosing an action or making a decision. 4C2.A.10.M

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b. Develop and implement a resolution for a new situation using personal knowledge and experience. 4C2.B

m. Analyze problems to determine what past experiences might be related and relevant. 4C2.B.3.M

m. Analyze a problem to determine how it relates to existing knowledge. 4C2.B.4.M

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

a. Communicate thoughts and feelings with others using verbal and non-verbal language. 4C3.A

m. Conduct a shared dialogue with others on a common problem or task. 4C3.A.5.M

m. Predict how a person's emotions may influence his/her communication. 4C3.A.6.M

m. Explore non-verbal and non-written means of communication. 4C3.A.7.M

m. Implement effective listening skills in resolving a situation. 4C3.A.8.M

b. Work collaboratively with others. 4C3.B

m. Use idea generating practices as part of a group. 4C3.B.4.M

m. Describe ways to facilitate group collaboration. 4C3.B.5.M

m. Demonstrate the use of various tools to communicate effectively with an individual or a group. 4C3.B.6.M

c. Use interpersonal skills to resolve conflicts with others in an ethical manner. 4C3.C

m. Resolve a conflict with another person with assistance. 4C3.C.4.M

m. Contribute to resolving conflicts that occur within a team or group. 4C3.C.5.M

m. Explore the ethical considerations of a current or historical action or decision. 4C3.C.6.M

CD/Career Development

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

a. Identify person strengths, aptitudes and passions. CD1.A

m. Assess personal strengths, aptitudes and passions related to potential future careers CD1.A.2.M

b. Demonstrate effective decision-making, problem solving and goal setting. CD1.B

m. Develop effective coping skills for dealing with problems. CD1.B.3.M

m. Identify long and short-term goals. CD1.B.4.M

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c. Interact effectively with others in similar and diverse teams. CD1.C

m. Distinguish between appropriate and inappropriate behavior in a team setting. CD1.C.5.M

m. Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others. CD1.C.6.M

m. Display cooperative behavior and identify personal strengths and assets in groups. CD1.C.7.M

m. Show respect and appreciation for individual and cultural differences in groups. CD1.C.8.M

d. Apply a range of relevant decision-making strategies. CD1.D

m. Evaluate the positive and negative implications of personal decisions. CD1.D.3.M

m. Apply decision-making strategies to personal and team interactions. CD1.D.4.M

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

a. Apply academic experiences to the world of work, inter-relationships and the community. CD2.A

m. Practice balancing school, studies, co-curricular activities, leisure time and family life. CD2.A.1.M

m. Describe a diverse range of opportunities available beyond high school. CD2.A.2.M

b. Assess attitudes and skills that contribute to successful learning in school and across the life span. CD2.B

m. Assess changes due to influences and shifts in regional, national and global economies related to career opportunities. CD2.B.4.M

m. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. CD2.B.5.M

m. Research local and regional labor market and job growth information to analyze career opportunities. CD2.B.6.M

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

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a. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. CD3.A

m. Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement. CD3.A.5.M

m. Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. CD3.A.6.M

m. Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway. CD3.A.7.M

m. Choose career opportunities that appeal to personal career goals. CD3.A.8.M

m. Use assessment results in educational planning including career awareness. CD3.A.9.M

b. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions. CD3.B

m. Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals. CD3.B.2.M

m. Demonstrate openness to exploring a wide range of occupations and career pathways. CD3.B.3.M

c. Employ career management strategies to achieve future career success and satisfaction. CD3.C

m. Identify work values and needs. CD3.C.3.M

m. Define adaptability and flexibility in the world of work. CD3.C.4.M

CD4. Students will identify and apply employability skills. CD4

a. Identify and demonstrate positive work behaviors and personal qualities needed to be employable. CD4.A

m. Demonstrate self-discipline, self-worth, positive attitude and integrity. CD4.A.3.M

m. Demonstrate flexibility and willingness to learn new knowledge and skills. CD4.A.4.M

m. Identify positive work-qualities typically desired in each of the career cluster's pathways. CD4.A.5.M

b. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. CD4.B

m. Identify the components of a job description. CD4.B.2.M

m. Use technology to assist in career exploration and job-seeking activities. CD4.B.3.M

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m. Compare and contrast personal attributes with employment needs and trends. CD4.B.4.M

c. Identify and exhibit traits for retaining employment. CD4.C

m. Demonstrate the behavior and etiquette appropriate to interactions with adults. CD4.C.2.M

m. Distinguish between appropriate behaviors in a social vs. professional setting. CD4.C.3.M

d. Develop positive relationships with others. CD4.D

m. Interact with others in a respectful and non-judgmental manner. CD4.D.3.M

m. Use cooperative behavior in helping peers accomplish goals and tasks. CD4.D.4.M

EHS/Environment, Health and Safety

EHS1. Students will identify the importance and interrelationships of health, safety and environmental systems and evaluate the impacts of these systems on organizational performance for continuous improvement. EHS1

a. Assess the interdependency among natural and human-built systems, including social, ecological and economic health. EHS1.A

m. Describe the process of change, flow of energy and the importance of diversity in natural and human-built systems. EHS1.A.5.M

m. Compare ways in which social, ecological and economic systems have been managed. EHS1.A.6.M

m. Analyze the impact of personal choices regarding natural and human-built systems on future actions. EHS1.A.7.M

m. Evaluate the advantages and disadvantages of short-term and long-term solutions and the impacts on social, ecological and economic environments. EHS1.A.8.M

b. Engage in systems thinking and inquiry processes that identify problems while analyzing the impacts of decisions made now and in the future. EHS1.B

m. Evaluate consequences of a variety of approaches on social, ecological and environmental systems. EHS1.B.3.M

m. Plan investigations to collect information, make predictions and offer explanations about the social, economic, and ecological questions asked. EHS1.B.4.M

c. Develop solutions to social, economic and ecological problems without compromising the ability of future generations to meet their needs. EHS1.C

m. Give examples of education, economic and governmental institutions' and individuals' influence on social, economic and ecological systems. EHS1.C.4.M

m. Explain the political, legal or economic reasons for resolving local, state and national social, economic or ecological issues. EHS1.C.5.M

m. Develop a plan for personal contribution toward improving or maintaining some part of the social, economic or ecological system. EHS1.C.6.M

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d. Implement personal and jobsite safety rules and regulations to maintain and improve safe and healthful working conditions and environments. EHS1.D

m. Identify the relationships between school and community conditions with regard to personal and environmental health and safety. EHS1.D.4.M

m. Recognize and use systems in school and in the community that protect and enhance personal, environmental health and safety. EHS1.D.5.M

m. Discuss employee rights and responsibilities and how to apply them in a workplace setting. EHS1.D.6.M

GCA/Global and Cultural Awareness

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

a. Evaluate the effects of diversity encountered through interactions with people in or from other parts of the community, state, nation and world. GCA1.A

m. Explain reasons people are different based on where in the world they live. GCA1.A.4.M

m. Describe reasons why communities develop differently. GCA1.A.5.M

m. Describe the effects of diverse groups moving into the same community. GCA1.A.6.M

b. Explain how events in one part of the world affect nations, communities and individuals in other parts of the world. GCA1.B

4m. Explain how an event in one part of the world caused an effect in another part of the world. GCA1.B.4M

m. Describe how personal conflicts can lead to larger scale conflicts between groups of people. GCA1.B.5.M

m. Explain how diversity can affect challenges and crises. GCA1.B.6.M

c. Explain how diverse groups of people can work together to overcome local, national, regional and global crises. GCA1.C

m. Discuss examples of diverse groups working together to make the world better. GCA1.C.4.M

m. Discuss examples of diverse nations collaborating to make the world better. GCA1.C.5.M

m. Explain how diverse nations can accomplish tasks a single nation could not. GCA1.C.6.M

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

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a. Work effectively with diverse individuals in a variety of settings and contexts. GCA2.A

m. Explain how people differ in the way they see the world and their experiences. GCA2.A.3.M

m. Describe ways to collaborate in the presence of language, personality and cultural differences. GCA2.A.4.M

m. Demonstrate mutual respect and open dialogue with individuals representing diverse cultures, beliefs and lifestyles. GCA2.A.5.M

b. Develop innovative solutions and initiatives as part of a diverse team. GCA2.B

m. Describe the value of traits, beliefs and experiences of others that differ from self. GCA2.B.4.M

m. Demonstrate ability to learn from and work collaboratively with individuals representing diverse cultures, beliefs and lifestyles. GCA2.B.5.M

m. Contrast the capabilities of diverse teams with those of homogeneous teams. GCA2.B.6.M

IMT/Information, Media and Technology Skills

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

a. Choose appropriate sources of data and information for a given purpose. IMT1.A

m. Compare and contrast the benefits and drawbacks of various information sources. IMT1.A.3.M

m. Explain how information can be portrayed differently by groups with varying purposes and perspectives. IMT1.A.4.M

m. Use information sources to support an argument, idea or initiative. IMT1.A.5.M

b. Determine the relevance, validity and timeliness of data and information. IMT1.B

m. Distinguish the differences between raw data and information. IMT1.B.4.M

m. Demonstrate ability to gather information from electronic and non-electronic sources. IMT1.B.5.M

m. Analyze various sources of data and information for relevance, validity and timeliness. IMT1.B.6.M

c. Select relevant information necessary for making decisions and solving problems. IMT1.C

m. Evaluate the relevance and reliability of various sources of information. IMT1.C.3.M

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m. Contrast the appropriateness of data and information from different sources for different purposes. IMT1.C.4.M

d. Apply data and information to communicate ideas and create new opportunities. IMT1.D

m. Demonstrate how information analysis can be used to identify entrepreneurial opportunities. IMT1.D.3.M

m. Incorporate information from multiple sources to communicate a new idea or support an argument. IMT1.D.4.M

m. Apply a system for tracking and accessing data and information from multiple sources. IMT1.D.5.M

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

a. Analyze media messages to determine biases and objectivity. IMT2.A

m. Explain the benefits and drawbacks of various forms of media. IMT2.A.4.M

m. Explain how media content is portrayed differently by groups with varying purposes and perspectives. IMT2.A.5.M

m. Explain how information is manipulated in media depending on the intended audience. IMT2.A.6.M

b. Prepare media products in order to communicate a specific message. IMT2.B

m. Create media products using common principles of graphic design. IMT2.B.2.M

m. Explain how various elements of media combine to deliver a desired message. IMT2.B.3.M

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

a. Adopt new technological tools to increase personal and organizational productivity. IMT3.A

m. Apply the use of data management tools in daily activities. IMT3.A.5.M

m. Demonstrate the ability to use electronic communication technology. IMT3.A.6.M

m. Apply the use of technological tools for managing calendars, schedules and work flow. IMT3.A.7.M

m. Explain how technology can detract from personal and organizational productivity. IMT3.A.8.M

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b. Select and use communication and information technology to help solve problems and provide opportunities. IMT3.B

m. Apply communication and information technology to the various elements of a problem. IMT3.B.4.M

m. Explain how communication and information technology have helped address national and global problems. IMT3.B.5.M

m. Use communication and information technology to pursue a new opportunity. IMT3.B.6.M

LE/Leadership

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

a. Implement leadership skills to accomplish team goals and objectives. LE1.A

m. Exhibit skills such as empowerment, risk-talking, communication, focusing on results, decision-making, problem solving and investment in individuals when leading a group in solving a problem. LE1.A.5.M

m. Consider issues related to self, team, community, diversity, environment and global awareness when leading others. LE1.A.6.M

m. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential. LE1.A.7.M

m. Explain leadership in relation to trust, positive attitude, integrity, willingness and commitment to accept key responsibilities in a group project. LE1.A.8.M

m. Build interest, guide and influence decisions organize efforts and involve members of a group. LE1.A.9.M

b. Employ teamwork skills to achieve collective goals and use team members/talents effectively. LE1.B

m. Involve of all members during group discussions. LE1.B.4.M

m. Demonstrate teamwork skills through working cooperatively with group members, group leader and others, both in the school and in the community, to achieve group objective. LE1.B.5.M

m. Demonstrate a positive attitude and a commitment toward achieving team goals. LE1.B.6.M

c. Identify the role of community service and service learning in family, community and business and industry. LE1.C

m. Analyze the roles and responsibilities of citizenship. LE1.C.3.M

m. Select and develop a community service activity/event. LE1.C.4.M

m. Show organizational skills necessary to be a successful leader and citizen and practice those skills in real-life situations. LE1.C.5.M