Wisconsin CTE

# CTE (2013): Grades 9, 10, 11, 12

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

h. Develop original ways to solve a given problem. 4C1.A.7.H

h. Design a product or service that could fulfill a human need or desire. 4C1.A.8.H

h. Apply past experiences to current problems in developing innovative solutions. 4C1.A.9.H

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

h. Incorporate the skills and experiences of others to develop a new solution to a problem. 4C1.B.7.H

h. Work as part of a team to design a product or service that could fulfill a human need or desire. 4C1.B.8.H

h. Work as part of a team to improve an existing product or process. 4C1.B.9.H

**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

h. Determine the information needed to address an identified problem. 4C2.A.11.H

h. Contrast the benefits and drawbacks of various proposed resolutions to a given situation. 4C2.A.12.H

h. Predict how an action could result in unintended consequences, both positive and negative. 4C2.A.13.H

h. Analyze the impact of a decision using a systems thinking model. 4C2.A.14.H

h. Determine the best resolution for a problem, decision or opportunity based on given criteria. 4C2.A.15.H

h. Defend an action taken or a decision implemented. 4C2.A.16.H

Skip to main content

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

h. Apply past experience to develop a course of action for a new situation. 4C2.B.5.H

h. Use existing knowledge to develop a resolution for a new situation, problem or opportunity. 4C2.B.6.H

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

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

h. Develop a mutually acceptable response to a question or problem. 4C3.A.9.H

h. Distinguish between what a person says and what their expressions and body language indicate. 4C3.A.10.H

h. Communicate effectively in the presence of a language barrier. 4C3.A.11.H

h. Utilize effective listening skills in creating consensus in a group. 4C3.A.12.H

b. Work collaboratively with others. 4C3.B

h. Participate in group processes to generate consensus. 4C3.B.7.H

h. Lead group processes to generate consensus. 4C3.B.8.H

h. Incorporate the use of technology to productively plan, implement and evaluate a solution, process or procedure. 4C3.B.9.H

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

h. Resolve conflicts productively with individuals as they arise. 4C3.C.7.H

h. Lead a team or group through a conflict resolution process to reach a productive outcome. 4C3.C.8.H

h. Defend personal ethics applied to common conflicts that arise during group interactions and team activities. 4C3.C.9.H

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**CD/Career Development**

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

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

h. Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions. CD1.A.3.H

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

h. Use a decision-making and problem-solving model. CD1.B.5.H

h. Develop an action plan to set and achieve realistic goals. CD1.B.6.H

Skip to main content

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

h. Assess cultural differences and work effectively with people from a range of social and cultural backgrounds. CD1.C.9.H

h. Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work. CD1.C.10.H

h. Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere. CD1.C.11.H

h. Assess how respect and appreciation for individual and cultural differences impacts group processes. CD1.C.12.H

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

h. Predict the outcome of various decisions on personal, social and career success. CD1.D.5.H

h. Evaluate the impact of personal decision-making strategies on specific outcomes. CD1.D.6.H

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

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

h. Evaluate how performance and connections within the learning community enhance future opportunities. CD2.A.3.H

h. Determine those opportunities that best support attainment of a specific career goal. CD2.A.4.H

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

h. Interpret and analyze the impact of current education, training and work trends on life, learning and career plans. CD2.B.7.H

h. Assess education and training opportunities to acquire new skills necessary for career advancement. CD2.B.8.H

h. Analyze local and regional labor market and job growth information to select a career pathway for potential advancement. CD2.B.9.H

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

Skip to main content

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

h. Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations. CD3.A.10.H

h. Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences. CD3.A.11.H

h. Evaluate changes in local, national and global employment trends, societal needs and economic conditions related to career planning. CD3.A.12.H

h. Recognize how chance opportunities integrate with learning and career goals. CD3.A.13.H

h. Implement an individual learning plan to maximize academic ability and achievement. CD3.A.14.H

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

h. Implement strategies for responding to transition and change with flexibility and adaptability. CD3.B.4.H

h. Evaluate the relationship between educational achievement and career development. CD3.B.5.H

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

h. Determine how principles of equal opportunity, equity, respect, inclusiveness and fairness, affect career planning and management. CD3.C.5.H

h. Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success. CD3.C.6.H

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

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

h. Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status. CD4.A.6.H

h. Assess how flexibility and willingness to learn new knowledge and skills affect employment status. CD4.A.7.H

h. Apply communication strategies when adapting to a culturally diverse environment. CD4.A.8.H

h. Use positive work-qualities typically desired in each of the career cluster's pathways. CD4.A.9.H

h. Manage work roles and responsibilities to balance them with other life roles and responsibilities. CD4.A.10.H

Skip to main content

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

h. Use multiple resources to locate job opportunities. CD4.B.5.H

h. Prepare a resume, cover letter, employment application. CD4.B.6.H

h. Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview. CD4.B.7.H

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

h. Model behaviors that demonstrate reliability and dependability. CD4.C.4.H

h. Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite. CD4.C.5.H

h. Complete required employment forms and documentation. CD4.C.6.H

h. Summarize key activities necessary to retain a job in an industry. CD4.C.7.H

d. Develop positive relationships with others. CD4.D

h. Participate in co-curricular and community activities to enhance the school experience. CD4.D.5.H

h. Evaluate the best method to assist co-workers in accomplishing goals and tasks. CD4.D.6.H

h. Examine the skills required to enable students to successfully transition to post-secondary opportunities. CD4.D.7.H

h. Use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals. CD4.D.8.H

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**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

h. Assess systems dynamics, including constant change and carrying capacity within social, ecological and economic systems. EHS1.A.9.H

h. Evaluate the societal, ecological and economic costs and benefits of allocating resources in various ways. EHS1.A.10.H

h. Identify strategies to maintain societal, ecological and environmental health. EHS1.A.11.H

h. Evaluate the impact of personal choices on the interactions or interdependency between natural and human-built systems. EHS1.A.12.H

h. Assess how the human-built environment can be designed or modified to promote ecological and economic health and provide a better quality of life. EHS1.A.13.H

Skip to main content

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

h. Formulate a plan of action that addresses a current issue that considers the impact on social, economic and ecological systems now and in the future. EHS1.B.5.H

h. Communicate the results of an investigation of current issues' effects on social, economic and ecological systems. EHS1.B.6.H

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

h. Analyze political, educational, economic and governmental influences on systems and identify the roles individuals play within the systems. EHS1.C.7.H

h. Explain the factors that contribute to the development of social, economic and ecological systems issues and policies. EHS1.C.8.H

h. Formulate a plan to maintain or improve some part of the local or regional social, economic or ecological system. EHS1.C.9.H

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

h. Assess workplace conditions with regard to personal and environmental health and safety. EHS1.D.7.H

h. Identify different workplace systems that protect and enhance personal and environmental health and safety. EHS1.D.8.H

h. Describe employee rights and responsibilities to maintain workplace health and safety, including compliance with rules and laws. EHS1.D.9.H

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**GCA/Global and Cultural Awareness**

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

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

h. Interpret how differences will affect people's interactions in their own communities and when traveling to other regions and countries. GCA1.A.7.H

h. Explain the differences between communities located near one another as well as, between nations. GCA1.A.8.H

h. Predict the effects of a new group of people moving into an existing community. GCA1.A.9.H

Skip to main content

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

h. Predict how a recent global event could affect community and self. GCA1.B.7.H

h. Describe events where conflicts escalated to become national or global conflicts. GCA1.B.8.H

h. Describe how diversity has impacted local, national or global challenges. GCA1.B.9.H

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

h. Explain how diverse groups could work collectively to resolve a local problem or challenge. GCA1.C.7.H

h. Analyze how diversity has contributed to successful resolution of global challenges. GCA1.C.8.H

h. Predict how diverse nations may work together in addressing current global challenges and issues. GCA1.C.9.H

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

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

h. Collaborate with others in the presence of language, personality and cultural differences. GCA2.A.6.H

h. Collaborate with diverse individuals to accomplish tasks in personal, school, work and community contexts. GCA2.A.7.H

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

h. Develop ideas for using awareness of diversity to create new opportunities. GCA2.B.7.H

h. Synthesize the experiences of a diverse group to develop innovative solutions to a given problem. GCA2.B.8.H

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**IMT/Information, Media and Technology Skills**

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

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

h. Justify the selection of various information sources for a given purpose. IMT1.A.6.H

h. Explain the level of objectivity for a given source of information. IMT1.A.7.H

h. Model how raw data can be applied differently to support opposing arguments or premises. IMT1.A.8.H

Skip to main content

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

h. Use raw data and information appropriately to support an argument, idea or initiative. IMT1.B.7.H

h. Compare and contrast validity of information from electronic and non-electronic sources. IMT1.B.8.H

h. Defend a position or decision using relevant, valid and timely data and information. IMT1.B.9.H

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

h. Defend a solution or conclusion using appropriate data and information. IMT1.C.5.H

h. Interpret and select appropriate information to develop a resolution for a given situation. IMT1.C.6.H

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

h. Defend a proposal for a new product or service based on data and information analysis. IMT1.D.6.H

h. Synthesize data and information from multiple sources to identify new trends. IMT1.D.7.H

h. Manage and share stored data and information for a specific purpose. IMT1.D.8.H

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

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

h. Defend the selection of various media formats for a given purpose. IMT2.A.7.H

h. Compare and contrast the level of objectivity for given media sources. IMT2.A.8.H

h. Portray information in different ways to account for different audiences. IMT2.A.9.H

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

h. Create media products to communicate a given message to different audiences. IMT2.B.4.H

h. Compare and contrast the elements of media products and how each helps deliver a desired message. IMT2.B.5.H

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

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

h. Adapt and refine technology to continuously improve management of data in daily activity. IMT3.A.9.H

h. Integrate technological tools to efficiently create and manage correspondence in daily activity. IMT3.A.10.H

h. Adapt and refine technology to continuously improve personal and organizational productivity. IMT3.A.11.H

h. Manage use of technology to reduce negative impacts on productivity. IMT3.A.12.H

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

h. Use communication and information technology to effectively solve a given problem. IMT3.B.7.H

h. Explain how communication and information technology could help address a current national or global problem. IMT3.B.8.H

h. Assess the use of communication and information technology to create new opportunities. IMT3.B.9.H

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**LE/Leadership**

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

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

h. Exhibit skills such as compassion, service, listening, coaching, developing others, team development. LE1.A.10.H

h. Demonstrate skills such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living and change when interacting with others in general. LE1.A.11.H

h. Exhibit skills such as innovation, intuition, adaptation, life-long learning and coach-ability to develop leadership potential over time. LE1.A.12.H

h. Create a sense of trust, positive attitude, integrity, willingness and commitment in order to accept key responsibilities in a group project. LE1.A.13.H

h. Apply parliamentary procedure to an appropriate situation. LE1.A.14.H

Skip to main content

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

   h. Capitalize on team members' individual talents and skills in a project. LE1.B.7.H

   h. Apply conflict management skills to help facilitate solutions. LE1.B.8.H

   h. Evaluate and apply teamwork processes that provide team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability and conflict resolution. LE1.B.9.H

   h. Demonstrate the ability to negotiate and adapt effectively to changes in projects and work activities to meet timelines. LE1.B.10.H

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

   h. Assess the roles and responsibilities of citizenship and formulate an activity or event to showcase community service. LE1.C.6.H

   h. Plan a community service event, participate in the event and evaluate its impact. LE1.C.7.H

   h. Plan and participate in activities that rate skills necessary to be a successful leader and citizen. LE1.C.8.H

   h. Advocate for issues on the local, state and international level. LE1.C.9.H

   h. Identify components and structure of community-based organizations. LE1.C.10.H

   h. Participate in the development of a program of work/strategic plan and work to implement the organization's goals. LE1.C.11.H