Wisconsin CTE

# CTE (2013): Grades Pre-K, K, 1, 4, 5

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
  - e. Recognize that there can be multiple ways to solve a problem. 4C1.A.1.E
  - e. Explain how human needs and desires drive innovation. 4C1.A.2.E
  - e. Explain how a solution to one problem may or may not work for a related problem or situation. 4C1.A.3.E
- b. Work creatively with others to develop solutions, products and services. 4C1.B
  - e. Recognize that an individual's background and experiences influence their perspective of problems and solutions. 4C1.B.1.E
  - e. Participate with a group to develop new ideas. 4C1.B.2.E
  - e. Explain the value of multiple perspectives in solving problems and recognizing opportunities. 4C1.B.3.E

**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
  - e. Differentiate between problems and symptoms. 4C2.A.1.E
  - e. Explain problems, decisions and opportunities faced by individuals and communities. 4C2.A.2.E
  - e. Explain the negative aspects of making decisions without adequate information and/or thought. 4C2.A.3.E
  - e. Describe the concept of systems thinking. 4C2.A.4.E
- b. Develop and implement a resolution for a new situation using personal knowledge and experience. 4C2.B
  - e. Describe how past experience relates to new situations. 4C2.B.1.E
  - e. Describe how knowledge learned in one class can be used in other classes and situations. 4C2.B.2.E

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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
  - e. Discuss a shared experience with others. 4C3.A.1.E
  - e. Identify a person's emotions based on expressions and body language. 4C3.A.2.E
  - e. Describe various ways people communicate with each other without using words. 4C3.A.3.E
  - e. Demonstrate effective listening skills. 4C3.A.4.E
- b. Work collaboratively with others. 4C3.B
  - e. Describe various ways of generating ideas in a group setting. 4C3.B.1.E
  - e. Complete an assignment as part of a group. 4C3.B.2.E
  - e. Compare the impact of face-to-face discussion with the use of technology for communication. 4C3.B.3.E
- c. Use interpersonal skills to resolve conflicts with others in an ethical manner. 4C3.C
  - e. Compare and contrast ways of resolving conflicts with another person. 4C3.C.1.E
  - e. Describe ways of resolving conflicts within a team or group. 4C3.C.2.E
  - e. Explain ways in which an act might be considered ethical or unethical. 4C3.C.3.E

**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
  - e. Identify individual likes and dislikes related to utilizing skills and abilities. CD1.A.1.E
- b. Demonstrate effective decision-making, problem solving and goal setting. CD1.B
  - e. Recognize consequences of decisions and choices. CD1.B.1.E
  - e. Define a goal and describe why it is important to have goals. CD1.B.2.E

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

e. Identify when it is appropriate to listen and when it is appropriate to speak. CD1.C.1.E

e. Recognize personal boundaries, rights and privacy needs. CD1.C.2.E

e. Demonstrate cooperative behavior in groups. CD1.C.3.E

e. Describe what it means to show respect and appreciation for individual and cultural differences. CD1.C.4.E

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

e. Define what a decision is and how decisions can be made. CD1.D.1.E

e. Demonstrate when, where and how to seek help with solving problems and making decisions. CD1.D.2.E

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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

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

e. Set realistic expectations for work and achievement. CD2.B.1.E

e. Establish challenging academic goals. CD2.B.2.E

e. Explore local and regional labor market and job growth information. CD2.B.3.E

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

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

e. Locate, evaluate and interpret career information. CD3.A.1.E

e. Discuss and explain behaviors and decisions that reflect interests, likes and dislikes. CD3.A.2.E

e. Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity and loyalty). CD3.A.3.E

e. Identify career opportunities of interest; match personal interests and aptitudes. CD3.A.4.E

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

e. Describe why people work and how aspects of the work environment affect lifestyle. CD3.B.1.E

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

e. Explain how good nutrition, adequate rest and physical activity affect energy levels and productivity in school and at work. CD3.C.1.E

e. Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources, including other people. CD3.C.2.E

**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

e. Identify behaviors that demonstrate self-discipline, self-worth, positive attitude and integrity. CD4.A.1.E

e. Describe positive work-qualities typically desired in each of the career cluster's pathways. CD4.A.2.E

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

e. Identify the qualities employers may seek in a candidate. CD4.B.1.E

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

e. Recognize the appropriate behavior and communication skills necessary in adult interactions. CD4.C.1.E

d. Develop positive relationships with others. CD4.D

e. Define what it means to be respectful and non-judgmental. CD4.D.1.E

e. Define cooperation. CD4.D.2.E

**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

e. Recognize and describe various types of natural and human-built systems. EHS1.A.1.E

e. Describe how social, ecological and economic systems have benefits and consequences. EHS1.A.2.E

e. Describe how personal choices impact natural and human-built systems. EHS1.A.3.E

e. Identify and give examples of short-term and long-term solutions to a problem. EHS1.A.4.E

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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

e. Engage in a decision-making process that includes selecting and using data, suggesting possible alternatives, predicting consequences and defending the decision. EHS1.B.1.E

e. Identify questions that require skilled investigation to solve current social, economic and ecological problems. EHS1.B.2.E

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

e. Identify examples of how personal actions can influence social, economic and ecological systems. EHS1.C.1.E

e. Identify local or regional social, economic and ecological issues. EHS1.C.2.E

e. Identify short-term and long-term solutions to a problem. EHS1.C.3.E

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

e. Identify health and safety considerations in the classroom along with individual responsibility for maintaining conditions. EHS1.D.1.E

e. Identify different types of jobs and how safety and health systems operate. EHS1.D.2.E

e. Explain the origin of rules and laws to promote health and safety in school and work. EHS1.D.3.E

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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

e. List ways in which people are different from one another. GCA1.A.1.E

e. List ways in which communities are different from one another. GCA1.A.2.E

e. Identify historical examples of large ethnic groups emigrating to a new country or community. GCA1.A.3.E

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

e. Summarize events taking place in various parts of the world. GCA1.B.1.E

e. Discuss how personal differences can contribute to conflict between individuals. GCA1.B.2.E

e. Summarize challenges and crises taking place in various parts of the world. GCA1.B.3.E

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

e. Identify ways in which diversity has led to innovation and opportunity. GCA1.C.1.E

e. Give examples of nations collaborating. GCA1.C.2.E

e. Describe how diverse groups of people can work together. GCA1.C.3.E

**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

e. Identify different ways people learn. GCA2.A.1.E

e. List ways in which people are different from one another. GCA2.A.2.E

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

e. List differences between self and others on a team. GCA2.B.1.E

e. Identify benefits of working with someone with a diverse background or set of experiences. GCA2.B.2.E

e. Identify how groups comprised of individuals from diverse backgrounds may approach situations differently than those of similar backgrounds. GCA2.B.3.E

**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

e. Give examples of various sources of data and information. IMT1.A.1.E

e. Discuss how individual and group biases can affect how information is portrayed. IMT1.A.2.E

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

e. Describe the concepts of raw data and information. IMT1.B.1.E

e. Discuss various electronic and non-electronic sources of data and information. IMT1.B.2.E

e. Describe the concepts of relevance, validity and timeliness as they relate to data and information. IMT1.B.3.E

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

e. Explain the concepts of relevance and reliability as they relate to data and information. IMT1.C.1.E

e. Identify various sources of information. IMT1.C.2.E

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

e. Identify different ways to communicate data and information. IMT1.D.1.E

e. Collect and review data and information from multiple sources. IMT1.D.2.E

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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

e. Identify various types of media. IMT2.A.1.E

e. Discuss how individual and group biases can affect how information is portrayed. IMT2.A.2.E

e. Discuss how individual and group biases can affect how information is received. IMT2.A.3.E

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

e. Identify common principles of graphic design and advertising. IMT2.B.1.E

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**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

e. Explore and use data management tools. IMT3.A.1.E

e. Explore and use communication tools. IMT3.A.2.E

e. Explore and use productivity tools. IMT3.A.3.E

e. Discuss how technology can serve as a positive and negative distraction. IMT3.A.4.E

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

e. Describe the nature of problems and how they can have multiple elements. IMT3.B.1.E

e. Discuss the impact of communication and information technology. IMT3.B.2.E

e. Describe the nature of opportunities. IMT3.B.3.E

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LE Skip to main content . **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

   e. Identify the various roles of leaders within organizations and give examples of positive leadership skills. LE1.A.1.E

   e. Create a community of trust, giving space for different opinions and ideas to help students develop plans and prioritize tasks. LE1.A.2.E

   e. Describe effective leadership and teamwork skills and identify ways to participate in civic activities in school, family or the community. LE1.A.3.E

   e. Describe leadership in relation to trust, positive attitude, integrity, willingness and commitment to accept key responsibilities in a group project. LE1.A.4.E

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

   e. Work with a group to meet objectives while including all members. LE1.B.1.E

   e. Demonstrate commitment and a positive attitude toward team goals. LE1.B.2.E

   e. Outline plans to improve teamwork. LE1.B.3.E

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

   e. Identify the roles and responsibilities of citizenship. LE1.C.1.E

   e. Describe involvement in a civic activity. LE1.C.2.E