Section III

Wisconsin Common Career Technical Standards

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Wisconsin's Approach to Common Career Technical Standards

With the release of the Wisconsin Standards for Career and Technical Education (CTE), Wisconsin CTE teachers have access to the foundational knowledge and skills needed to educate students for successful entry into hundreds of high-wage, high-demand occupations and careers. Vetted by business, industry and education professionals, these standards guide Wisconsin schools, teachers and community partners toward development and continuous improvement of world class CTE courses and programs.

The learning priorities and performance indicators contained within each set of CTE standards consists of knowledge and skills specific to the respective disciplines and its related jobs and careers. These are, of course, critical as students develop and pursue their career goals. In addition, knowledge and skills exist that are common to the pursuit of jobs and careers in any field. It is this set of common career knowledge and skills that are contained in the *Wisconsin Common Career Technical Standards*.

The Wisconsin Common Career Technical Standards (WCCTS) include the CTE related knowledge and skills that all students should have to be college and career ready and they provide a foundation on which the discipline-specific CTE standards are built. In some cases, discipline-specific standards will be similar to the WCCTS, but those discipline-specific standards will have a depth or nature that is specific to that discipline and its related jobs and careers.

These WCCTS, which are included as an additional section in each of the discipline-specific CTE standards documents, have been developed from a broad collection of potential standards using a "workplace" lens. In other words, when determining common standards for all CTE areas, their relevance to being successful and valued as an employee in a wide range of career clusters and pathways has been considered. From this perspective, six areas for the WCCTS emerged: **Creativity, Critical Thinking, Communication and Collaboration; Career Development; Environment, Health and Safety; Global and Cultural Awareness; Information, Media and Technology**; and **Leadership**.

Numerous existing sets of standards and standards-related documents have been used in developing the Wisconsin Common Career Technical Standards. These include:

- 21st Century Skills
- Career Cluster Essential Knowledge and Skills Statements
- Wisconsin Employability Skills Certificate
- Wisconsin Youth Leadership Skill Certificate
- National Career Development Association Career Development Standards
- Wisconsin Comprehensive School Counseling Model
- NASDCTEc Common Career Technical Core Initiative

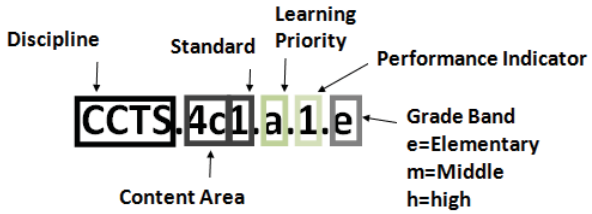
In addition to the Wisconsin Common Career Technical Standards, personal financial literacy and entrepreneurial knowledge and skills are an important part of a student's education. These areas were not included as part of the WCCTS since all Wisconsin educators and schools use the Model Academic Standards for Personal Financial Literacy and *Wisconsin's Vision for Entrepreneurial Education* which adapts the *National Content Standards for Entrepreneurs*. Educators should reference these two sets of standards for inclusion in CTE curriculum where appropriate.

As with all the standards, the Wisconsin Common Career Technical Standards may be taught and integrated through a variety of classes and experiences. Each district, school and program area should determine the means by which students meet these standards. Through the collaboration of multiple stakeholders, these foundational standards will set the stage for high-quality, successful, contemporary CTE courses and programs throughout Wisconsin's PK-12 systems.

Standard Structure

The **Wisconsin Standards for Career and Technical Education**, including the **Wisconsin Common Career Technical Standards**, each follow a similar structure.

Standard Coding



Standard Formatting

Performance Indicator by Grade Band: Measurable degree to which a standard has been developed and/or met

Discipline

Content Area

Standard: Broad statement that tells what students are expected to know or be able to do

Learning Priority: Breaks down the broad statement into manageable learning pieces

Wisconsin Common Career Technical Standards (WCCTS)			
Content Area: 4C/Creativity, Critical Thinking, Communication and Collaboration			
Standard: 4C1: Students will think and work creatively to develop innovative solutions to problems and opportunities.			
	Performance Indicators (By Grade Band)		
Learning Priority	PK-5	6-8	9-12
4C1.a: Develop original solutions, products, and services to meet a given need.	**4C1.a.1.e:** Recognize that there can be multiple ways to solve a problem.	**4C1.a.4.m:** Analyze elements of a problem to develop creative solutions.	**4C1.a.7.h:** Develop original ways to solve a given problem.
	4C1.a.2.e: Explain how human needs and desires drive innovation.	**4C1.a.5.m:** Explain how a recently developed product or service fulfills a human need or desire.	**4C1.a.8.h:** Design a product or service that could fulfill a human need or desire.
	4C1.a.3.e: Explain how a solution to one problem may or may not work for a related problem or situation.	**4C1.a.6.m:** Describe how past experiences can inform current problem solving.	**4C1.a.9.h:** Apply past experiences to current problems in developing innovative solutions.

Grade Bands

Grade bands of PK-5, 6-8 and 9-12 align to typical elementary, middle and high school levels.

- Grade band PK-5 performance indicators represent knowledge and skills that should be integrated throughout the elementary curriculum. Career and technical education teachers in districts can be an excellent resource to assist in the development of curriculum and activities.
- Career and technical education should be part of the core curriculum for all middle school students. Awareness, exploration and building foundational skills for career pathways occur in middle school. The performance indicators in grade band 6-8 these foundational skills with an emphasis on career development.
- Career and technical education at the high school level must go beyond awareness and exploration. Students should be developing specific knowledge and skills that are transferrable to other coursework, a job-site or postsecondary options. Performance indicators for grades 9-12 align specifically to industry standards and expectations for career clusters and pathways.

Wisconsin Common Career Technical Standards (WCCTS)

Content Area: 4C/Creativity, Critical Thinking, Communication and Collaboration

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

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
4C1.a: Develop original solutions, products and services to meet a given need.	**4C1.a.1.e:** Recognize that there can be multiple ways to solve a problem.	**4C1.a.4.m:** Analyze elements of a problem to develop creative solutions.	**4C1.a.7.h:** Develop original ways to solve a given problem.
	4C1.a.2.e: Explain how human needs and desires drive innovation.	**4C1.a.5.m:** Explain how a recently developed product or service fulfills a human need or desire.	**4C1.a.8.h:** Design a product or service that could fulfill a human need or desire.
	4C1.a.3.e: Explain how a solution to one problem may or may not work for a related problem or situation.	**4C1.a.6.m:** Describe how past experiences can inform current problem solving.	**4C1.a.9.h:** Apply past experiences to current problems in developing innovative solutions.
4C1.b: Work creatively with others to develop solutions, products and services.	**4C1.b.1.e:** Recognize that an individual's background and experiences influence their perspective of problems and solutions.	**4C1.b.4.m:** Explain how multiple people can develop better solutions than an individual.	**4C1.b.7.h:** Incorporate the skills and experiences of others to develop a new solution to a problem.
	4C1.b.2.e: Participate with a group to develop new ideas.	**4C1.b.5.m:** Explain how multiple people and perspectives can develop better ideas than an individual.	**4C1.b.8.h:** Work as part of a team to design a product or service that could fulfill a human need or desire.
	4C1.b.3.e: Explain the value of multiple perspectives in solving problems and recognizing opportunities.	**4C1.b.6.m:** Explain how multiple people and perspectives can improve an existing product or process better than an individual.	**4C1.b.9.h:** Work as part of a team to improve an existing product or process.

Standard: 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
4C2.a: Develop effective resolutions for a given problem, decision or opportunity using available information.	**4C2.a.1.e:** Differentiate between problems and symptoms.	**4C2.a.5.m:** Analyze symptoms to identify the root cause of a problem.	**4C2.a.11.h:** Determine the information needed to address an identified problem.
	4C2.a.2.e: Explain problems, decisions and opportunities faced by individuals and communities.	**4C2.a.6.m:** Develop multiple resolutions for a given problem, decision or opportunity.	**4C2.a.12.h:** Contrast the benefits and drawbacks of various proposed resolutions to a given situation.
	4C2.a.3.e: Explain the negative aspects of making decisions without adequate information and/or thought.	**4C2.a.7.m:** Identify problems that became worse due to poorly thought out or poorly informed solutions.	**4C2.a.13.h:** Predict how an action could result in unintended consequences, both positive and negative.
	4C2.a.4.e: Describe the concept of systems thinking.	**4C2.a.8.m:** Explain how implementation of a solution or action may affect one or more corresponding systems.	**4C2.a.14.h:** Analyze the impact of a decision using a systems thinking model.
		4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.	**4C2.a.15.h:** Determine the best resolution for a problem, decision or opportunity based on given criteria.
		4C2.a.10.m: Explain the process for choosing an action or making a decision.	**4C2.a.16.h:** Defend an action taken or a decision implemented.
4C2.b: Develop and implement a resolution for a new situation using personal knowledge and experience.	**4C2.b.1.e:** Describe how past experience relates to new situations.	**4C2.b.3.m:** Analyze problems to determine what past experiences might be related and relevant.	**4C2.b.5.h:** Apply past experience to develop a course of action for a new situation.
	4C2.b.2.e: Describe how knowledge learned in one class can be used in other classes and situations.	**4C2.b.4.m:** Analyze a problem to determine how it relates to existing knowledge.	**4C2.b.6.h:** Use existing knowledge to develop a resolution for a new situation, problem or opportunity.

Standard: 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
4C3.a: Communicate thoughts and feelings with others using verbal and non-verbal language.	**4C3.a.1.e:** Discuss a shared experience with others.	**4C3.a.5.m:** Conduct a shared dialogue with others on a common problem or task.	**4C3.a.9.h:** Develop a mutually acceptable response to a question or problem.
	4C3.a.2.e: Identify a person's emotions based on expressions and body language.	**4C3.a.6.m:** Predict how a person's emotions may influence his/her communication.	**4C3.a.10.h:** Distinguish between what a person says and what their expressions and body language indicate.
	4C3.a.3.e: Describe various ways people communicate with each other without using words.	**4C3.a.7.m:** Explore non-verbal and non-written means of communication.	**4C3.a.11.h:** Communicate effectively in the presence of a language barrier.
	4C3.a.4.e: Demonstrate effective listening skills.	**4C3.a.8.m:** Implement effective listening skills in resolving a situation.	**4C3.a.12.h:** Utilize effective listening skills in creating consensus in a group.
4C3.b: Work collaboratively with others.	**4C3.b.1.e:** Describe various ways of generating ideas in a group setting.	**4C3.b.4.m:** Use idea generating practices as part of a group.	**4C3.b.7.h:** Participate in group processes to generate consensus.
	4C3.b.2.e: Complete an assignment as part of a group.	**4C3.b.5.m:** Describe ways to facilitate group collaboration.	**4C3.b.8.h:** Lead group processes to generate consensus.
	4C3.b.3.e: Compare the impact of face-to-face discussion with the use of technology for communication.	**4C3.b.6.m:** Demonstrate the use of various tools to communicate effectively with an individual or a group.	**4C3.b.9.h:** Incorporate the use of technology to productively plan, implement and evaluate a solution, process or procedure.
4C3.c: Use interpersonal skills to resolve conflicts with others in an ethical manner.	**4C3.c.1.e:** Compare and contrast ways of resolving conflicts with another person.	**4C3.c.4.m:** Resolve a conflict with another person with assistance.	**4C3.c.7.h:** Resolve conflicts productively with individuals as they arise.
	4C3.c.2.e: Describe ways of resolving conflicts within a team or group.	**4C3.c.5.m:** Contribute to resolving conflicts that occur within a team or group.	**4C3.c.8.h:** Lead a team or group through a conflict resolution process to reach a productive outcome.
	4C3.c.3.e: Explain ways in which an act might be considered ethical or unethical.	**4C3.c.6.m:** Explore the ethical considerations of a current or historical action or decision.	**4C3.c.9.h:** Defend personal ethics applied to common conflicts that arise during group interactions and team activities.

Wisconsin Common Career Technical Standards (WCCTS)

Content Area: CD/Career Development

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

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
CD1.a: Identify person strengths, aptitudes and passions.	**CD1.a.1.e:** Identify individual likes and dislikes related to utilizing skills and abilities.	**CD1.a.2.m:** Assess personal strengths, aptitudes and passions related to potential future careers.	**CD1.a.3.h:** Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.
CD1.b: Demonstrate effective decision-making, problem solving and goal setting.	**CD1.b.1.e:** Recognize consequences of decisions and choices.	**CD1.b.3.m:** Develop effective coping skills for dealing with problems.	**CD1.b.5.h:** Use a decision-making and problem-solving model.
	CD1.b.2.e: Define a goal and describe why it is important to have goals.	**CD1.b.4.m:** Identify long and short-term goals.	**CD1.b.6.h:** Develop an action plan to set and achieve realistic goals.
CD1.c: Interact effectively with others in similar and diverse teams.	**CD1.c.1.e:** Identify when it is appropriate to listen and when it is appropriate to speak.	**CD1.c.5.m:** Distinguish between appropriate and inappropriate behavior in a team setting.	**CD1.c.9.h:** Assess cultural differences and work effectively with people from a range of social and cultural backgrounds.
	CD1.c.2.e: Recognize personal boundaries, rights and privacy needs.	**CD1.c.6.m:** Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others.	**CD1.c.10.h:** Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work.
	CD1.c.3.e: Demonstrate cooperative behavior in groups.	**CD1.c.7.m:** Display cooperative behavior and identify personal strengths and assets in groups.	**CD1.c.11.h:** Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.
	CD1.c.4.e: Describe what it means to show respect and appreciation for individual and cultural differences.	**CD1.c.8.m:** Show respect and appreciation for individual and cultural differences in groups.	**CD1.c.12.h:** Assess how respect and appreciation for individual and cultural differences impacts group processes.
CD1.d: Apply a range of relevant decision-making strategies.	**CD1.d.1.e:** Define what a decision is and how decisions can be made.	**CD1.d.3.m:** Evaluate the positive and negative implications of personal decisions.	**CD1.d.5.h:** Predict the outcome of various decisions on personal, social and career success.
	CD1.d.2.e: Demonstrate when, where and how to seek help with solving problems and making decisions.	**CD1.d.4.m:** Apply decision-making strategies to personal and team interactions.	**CD1.d.6.h:** Evaluate the impact of personal decision-making strategies on specific outcomes.

Standard: CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
CD2.a: Apply academic experiences to the world of work, inter-relationships and the community.		**CD2.a.1.m:** Practice balancing school, studies, co-curricular activities, leisure time and family life.	**CD2.a.3.h:** Evaluate how performance and connections within the learning community enhance future opportunities.
		CD2.a.2.m: Describe a diverse range of opportunities available beyond high school.	**CD2.a.4.h:** Determine those opportunities that best support attainment of a specific career goal.
CD2.b: Assess attitudes and skills that contribute to successful learning in school and across the life span.	**CD2.b.1.e:** Set realistic expectations for work and achievement.	**CD2.b.4.m:** Assess changes due to influences and shifts in regional, national and global economies related to career opportunities.	**CD2.b.7.h:** Interpret and analyze the impact of current education, training and work trends on life, learning and career plans.
	CD2.b.2.e: Establish challenging academic goals.	**CD2.b.5.m:** Apply academic information from a variety of sources to enhance career preparedness and lifelong learning.	**CD2.b.8.h:** Assess education and training opportunities to acquire new skills necessary for career advancement.
	CD2.b.3.e: Explore local and regional labor market and job growth information.	**CD2.b.6.m:** Research local and regional labor market and job growth information to analyze career opportunities.	**CD2.b.9.h:** Analyze local and regional labor market and job growth information to select a career pathway for potential advancement.

Standard: CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
CD3.a: Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.	**CD3.a.1.e:** Locate, evaluate and interpret career information.	**CD3.a.5.m:** Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement.	**CD3.a.10.h:** Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.
	CD3.a.2.e: Discuss and explain behaviors and decisions that reflect interests, likes and dislikes.	**CD3.a.6.m:** Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.	**CD3.a.11.h:** Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.
	CD3.a.3.e: Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity and loyalty).	**CD3.a.7.m:** Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway.	**CD3.a.12.h:** Evaluate changes in local, national and global employment trends, societal needs and economic conditions related to career planning.
	CD3.a.4.e: Identify career opportunities of interest; match personal interests and aptitudes.	**CD3.a.8.m:** Choose career opportunities that appeal to personal career goals.	**CD3.a.13.h:** Recognize how chance opportunities integrate with learning and career goals.
		CD3.a.9.m: Use assessment results in educational planning including career awareness.	**CD3.a.14.h:** Implement an individual learning plan to maximize academic ability and achievement.
CD3.b: Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.	**CD3.b.1.e:** Describe why people work and how aspects of the work environment affect lifestyle.	**CD3.b.2.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.4.h:** Implement strategies for responding to transition and change with flexibility and adaptability.
		CD3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways.	**CD3.b.5.h:** Evaluate the relationship between educational achievement and career development.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
CD3.c: Employ career management strategies to achieve future career success and satisfaction.	**CD3.c.1.e:** Explain how good nutrition, adequate rest and physical activity affect energy levels and productivity in school and at work.	**CD3.c.3.m:** Identify work values and needs.	**CD3.c.5.h:** Determine how principles of equal opportunity, equity, respect, inclusiveness and fairness, affect career planning and management.
	CD3.c.2.e: Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources, including other people.	**CD3.c.4.m:** Define adaptability and flexibility in the world of work.	**CD3.c.6.h:** Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success.
Standard: 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.1.e:** Identify behaviors that demonstrate self-discipline, self-worth, positive attitude and integrity.	**CD4.a.3.m:** Demonstrate self-discipline, self-worth, positive attitude and integrity.	**CD4.a.6.h:** Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.
		CD4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills.	**CD4.a.7.h:** Assess how flexibility and willingness to learn new knowledge and skills affect employment status.
			CD4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment.
	CD4.a.2.e: Describe positive work-qualities typically desired in each of the career cluster's pathways.	**CD4.a.5.m:** Identify positive work-qualities typically desired in each of the career cluster's pathways.	**CD4.a.9.h:** Use positive work-qualities typically desired in each of the career cluster's pathways.
			CD4.a.10.h: Manage work roles and responsibilities to balance them with other life roles and responsibilities.
CD4.b: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	**CD4.b.1.e:** Identify the qualities employers may seek in a candidate.	**CD4.b.2.m:** Identify the components of a job description.	**CD4.b.5.h:** Use multiple resources to locate job opportunities.
		CD4.b.3.m: Use technology to assist in career exploration and job-seeking activities.	**CD4.b.6.h:** Prepare a resume, cover letter, employment application.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
		CD4.b.4.m: Compare and contrast personal attributes with employment needs and trends.	**CD4.b.7.h:** Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.
CD4.c: Identify and exhibit traits for retaining employment.	**CD4.c.1.e:** Recognize the appropriate behavior and communication skills necessary in adult interactions.	**CD4.c.2.m:** Demonstrate the behavior and etiquette appropriate to interactions with adults.	**CD4.c.4.h:** Model behaviors that demonstrate reliability and dependability.
		CD4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting.	**CD4.c.5.h:** Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.
			CD4.c.6.h: Complete required employment forms and documentation.
			CD4.c.7.h: Summarize key activities necessary to retain a job in an industry.
CD4.d: Develop positive relationships with others.	**CD4.d.1.e:** Define what it means to be respectful and non-judgmental.	**CD4.d.3.m:** Interact with others in a respectful and non-judgmental manner.	**CD4.d.5.h:** Participate in co-curricular and community activities to enhance the school experience.
	CD4.d.2.e: Define cooperation.	**CD4.d.4.m:** Use cooperative behavior in helping peers accomplish goals and tasks.	**CD4.d.6.h:** Evaluate the best method to assist co-workers in accomplishing goals and tasks.
			CD4.d.7.h: Examine the skills required to enable students to successfully transition to post-secondary opportunities.
			CD4.d.8.h: Use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.

Wisconsin Common Career Technical Standards (WCCTS)

Content Area: EHS/Environment, Health and Safety

Standard: 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.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
EHS1.a: Assess the interdependency among natural and human-built systems, including social, ecological and economic health.	**EHS1.a.1.e:** Recognize and describe various types of natural and human-built systems.	**EHS1.a.5.m:** Describe the process of change, flow of energy and the importance of diversity in natural and human-built systems.	**EHS1.a.9.h:** Assess systems dynamics, including constant change and carrying capacity within social, ecological and economic systems.
	EHS1.a.2.e: Describe how social, ecological and economic systems have benefits and consequences.	**EHS1.a.6.m:** Compare ways in which social, ecological and economic systems have been managed.	**EHS1.a.10.h:** Evaluate the societal, ecological and economic costs and benefits of allocating resources in various ways.
			EHS1.a.11.h: Identify strategies to maintain societal, ecological and environmental health.
	EHS1.a.3.e: Describe how personal choices impact natural and human-built systems.	**EHS1.a.7.m:** Analyze the impact of personal choices regarding natural and human-built systems on future actions.	**EHS1.a.12.h:** Evaluate the impact of personal choices on the interactions or interdependency between natural and human-built systems.
	EHS1.a.4.e: Identify and give examples of short-term and long-term solutions to a problem.	**EHS1.a.8.m:** Evaluate the advantages and disadvantages of short-term and long-term solutions and the impacts on social, ecological and economic environments.	**EHS1.a.13.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.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.1.e:** Engage in a decision-making process that includes selecting and using data, suggesting possible alternatives, predicting consequences and defending the decision.	**EHS1.b.3.m:** Evaluate consequences of a variety of approaches on social, ecological and environmental systems.	**EHS1.b.5.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.2.e: Identify questions that require skilled investigation to solve current social, economic and ecological problems.	**EHS1.b.4.m:** Plan investigations to collect information, make predic-tions and offer explanations about the social, economic, and ecological questions asked.	**EHS1.b.6.h:** Communicate the results of an investigation of current issues' effects on social, economic and ecological systems.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
EHS1.c: Develop solutions to social, economic and ecological problems without compromising the ability of future generations to meet their needs.	**EHS1.c.1.e:** Identify examples of how personal actions can influence social, economic and ecological systems.	**EHS1.c.4.m:** Give examples of education, economic and governmental institutions' and individuals' influence on social, economic and ecological systems.	**EHS1.c.7.h:** Analyze political, educational, economic and governmental influences on systems and identify the roles individuals play within the systems.
	EHS1.c.2.e: Identify local or regional social, economic and ecological issues.	**EHS1.c.5.m:** Explain the political, legal or economic reasons for resolving local, state and national social, economic or ecological issues.	**EHS1.c.8.h:** Explain the factors that contribute to the development of social, economic and ecological systems issues and policies.
	EHS1.c.3.e: Identify short-term and long-term solutions to a problem.	**EHS1.c.6.m:** Develop a plan for personal contribution toward improving or maintaining some part of the social, economic or ecological system.	**EHS1.c.9.h:** Formulate a plan to maintain or improve some part of the local or regional social, economic or ecological system.
EHS1.d: Implement personal and jobsite safety rules and regulations to maintain and improve safe and healthful working conditions and environments.	**EHS1.d.1.e:** Identify health and safety considerations in the classroom along with individual responsibility for maintaining conditions.	**EHS1.d.4.m:** Identify the relationships between school and community conditions with regard to personal and environmental health and safety.	**EHS1.d.7.h:** Assess workplace conditions with regard to personal and environmental health and safety.
	EHS1.d.2.e: Identify different types of jobs and how safety and health systems operate.	**EHS1.d.5.m:** Recognize and use systems in school and in the community that protect and enhance personal, environmental health and safety.	**EHS1.d.8.h:** Identify different workplace systems that protect and enhance personal and environmental health and safety.
	EHS1.d.3.e: Explain the origin of rules and laws to promote health and safety in school and work.	**EHS1.d.6.m:** Discuss employee rights and responsibilities and how to apply them in a workplace setting.	**EHS1.d.9.h:** Describe employee rights and responsibilities to maintain workplace health and safety, including compliance with rules and laws.

Wisconsin Common Career Technical Standards (WCCTS)

Content Area: GCA/Global and Cultural Awareness

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

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
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.1.e:** List ways in which people are different from one another.	**GCA1.a.4.m:** Explain reasons people are different based on where in the world they live.	**GCA1.a.7.h:** Interpret how differences will affect people's interactions in their own communities and when traveling to other regions and countries.
	GCA1.a.2.e: List ways in which communities are different from one another.	**GCA1.a.5.m:** Describe reasons why communities develop differently.	**GCA1.a.8.h:** Explain the differences between communities located near one another as well as between nations.
	GCA1.a.3.e: Identify historical examples of large ethnic groups emigrating to a new country or community.	**GCA1.a.6.m:** Describe the effects of diverse groups moving into the same community.	**GCA1.a.9.h:** Predict the effects of a new group of people moving into an existing community.
GCA1.b: Explain how events in one part of the world affect nations, communities and individuals in other parts of the world.	**GCA1.b.1.e:** Summarize events taking place in various 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.7.h:** Predict how a recent global event could affect community and self.
	GCA1.b.2.e: Discuss how personal differences can contribute to conflict between individuals.	**GCA1.b.5.m:** Describe how personal conflicts can lead to larger scale conflicts between groups of people.	**GCA1.b.8.h:** Describe events where conflicts escalated to become national or global conflicts.
	GCA1.b.3.e: Summarize challenges and crises taking place in various parts of the world.	**GCA1.b.6.m:** Explain how diversity can affect challenges and crises.	**GCA1.b.9.h:** Describe how diversity has impacted local, national or global challenges.
GCA1.c: Explain how diverse groups of people can work together to overcome local, national, regional and global crises.	**GCA1.c.1.e:** Identify ways in which diversity has led to innovation and opportunity.	**GCA1.c.4.m:** Discuss examples of diverse groups working together to make the world better.	**GCA1.c.7.h:** Explain how diverse groups could work collectively to resolve a local problem or challenge.
	GCA1.c.2.e: Give examples of nations collaborating.	**GCA1.c.5.m:** Discuss examples of diverse nations collaborating to make the world better.	**GCA1.c.8.h:** Analyze how diversity has contributed to successful resolution of global challenges.
	GCA1.c.3.e: Describe how diverse groups of people can work together.	**GCA1.c.6.m:** Explain how diverse nations can accomplish tasks a single nation could not.	**GCA1.c.9.h:** Predict how diverse nations may work together in addressing current global challenges and issues.

Standard: GCA2: Students will assess the benefits and challenges of working in diverse settings and on diverse teams.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
GCA2.a: Work effectively with diverse individuals in a variety of settings and contexts.	**GCA2.a.1.e:** Identify different ways people learn.	**GCA2.a.3.m:** Explain how people differ in the way they see the world and their experiences.	
	GCA2.a.2.e: List ways in which people are different from one another.	**GCA2.a.4.m:** Describe ways to collaborate in the presence of language, personality and cultural differences.	**GCA2.a.6.h:** Collaborate with others in the presence of language, personality and cultural differences.
		GCA2.a.5.m: Demonstrate mutual respect and open dialogue with individuals representing diverse cultures, beliefs and lifestyles.	**GCA2.a.7.h:** Collaborate with diverse individuals to accomplish tasks in personal, school, work and community contexts.
GCA2.b: Develop innovative solutions and initiatives as part of a diverse team.	**GCA2.b.1.e:** List differences between self and others on a team.	**GCA2.b.4.m:** Describe the value of traits, beliefs and experiences of others that differ from self.	**GCA2.b.7.h:** Develop ideas for using awareness of diversity to create new opportunities.
	GCA2.b.2.e: Identify benefits of working with someone with a diverse background or set of experiences.	**GCA2.b.5.m:** Demonstrate ability to learn from and work collaboratively with individuals representing diverse cultures, beliefs and lifestyles.	**GCA2.b.8.h:** Synthesize the experiences of a diverse group to develop innovative solutions to a given problem.
	GCA2.b.3.e: Identify how groups comprised of individuals from diverse backgrounds may approach situations differently than those of similar backgrounds.	**GCA2.b.6.m:** Contrast the capabilities of diverse teams with those of homogeneous teams.	

Wisconsin Common Career Technical Standards (WCCTS)

Content Area: IMT/Information, Media and Technology Skills

Standard: 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.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
IMT1.a: Choose appropriate sources of data and information for a given purpose.	**IMT1.a.1.e:** Give examples of various sources of data and information.	**IMT1.a.3.m:** Compare and contrast the benefits and drawbacks of various information sources.	**IMT1.a.6.h:** Justify the selection of various information sources for a given purpose.
	IMT1.a.2.e: Discuss how individual and group biases can affect how information is portrayed.	**IMT1.a.4.m:** Explain how information can be portrayed differently by groups with varying purposes and perspectives.	**IMT1.a.7.h:** Explain the level of objectivity for a given source of information.
		IMT1.a.5.m: Use information sources to support an argument, idea or initiative.	**IMT1.a.8.h:** Model how raw data can be applied differently to support opposing arguments or premises.
IMT1.b: Determine the relevance, validity and timeliness of data and information.	**IMT1.b.1.e:** Describe the concepts of raw data and information.	**IMT1.b.4.m:** Distinguish the differences between raw data and information.	**IMT1.b.7.h:** Use raw data and information appropriately to support an argument, idea or initiative.
	IMT1.b.2.e: Discuss various electronic and non-electronic sources of data and information.	**IMT1.b.5.m:** Demonstrate ability to gather information from electronic and non-electronic sources.	**IMT1.b.8.h:** Compare and contrast validity of information from electronic and non-electronic sources.
	IMT1.b.3.e: Describe the concepts of relevance, validity and timeliness as they relate to data and information.	**IMT1.b.6.m:** Analyze various sources of data and information for relevance, validity and timeliness.	**IMT1.b.9.h:** Defend a position or decision using relevant, valid and timely data and information.
IMT1.c: Select relevant information necessary for making decisions and solving problems.	**IMT1.c.1.e:** Explain the concepts of relevance and reliability as they relate to data and information.	**IMT1.c.3.m:** Evaluate the relevance and reliability of various sources of information.	**IMT1.c.5.h:** Defend a solution or conclusion using appropriate data and information.
	IMT1.c.2.e: Identify various sources of information.	**IMT1.c.4.m:** Contrast the appropriateness of data and information from different sources for different purposes.	**IMT1.c.6.h:** Interpret and select appropriate information to develop a resolution for a given situation.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
IMT1.d: Apply data and information to communicate ideas and create new opportunities.	**IMT1.d.1.e:** Identify different ways to communicate data and information.	**IMT1.d.3.m:** Demonstrate how information analysis can be used to identify entrepreneurial opportunities.	**IMT1.d.6.h:** Defend a proposal for a new product or service based on data and information analysis.
		IMT1.d.4.m: Incorporate information from multiple sources to communicate a new idea or support an argument.	**IMT1.d.7.h:** Synthesize data and information from multiple sources to identify new trends.
	IMT1.d.2.e: Collect and review data and information from multiple sources.	**IMT1.d.5.m:** Apply a system for tracking and accessing data and information from multiple sources.	**IMT1.d.8.h:** Manage and share stored data and information for a specific purpose.
Standard: 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.1.e:** Identify various types of media.	**IMT2.a.4.m:** Explain the benefits and drawbacks of various forms of media.	**IMT2.a.7.h:** Defend the selection of various media formats for a given purpose.
	IMT2.a.2.e: Discuss how individual and group biases can affect how information is portrayed.	**IMT2.a.5.m:** Explain how media content is portrayed differently by groups with varying purposes and perspectives.	**IMT2.a.8.h:** Compare and contrast the level of objectivity for given media sources.
	IMT2.a.3.e: Discuss how individual and group biases can affect how information is received.	**IMT2.a.6.m:** Explain how information is manipulated in media depending on the intended audience.	**IMT2.a.9.h:** Portray information in different ways to account for different audiences.
IMT2.b: Prepare media products in order to communicate a specific message.	**IMT2.b.1.e:** Identify common principles of graphic design and advertising.	**IMT2.b.2.m:** Create media products using common principles of graphic design.	**IMT2.b.4.h:** Create media products to communicate a given message to different audiences.
		IMT2.b.3.m: Explain how various elements of media combine to deliver a desired message.	**IMT2.b.5.h:** Compare and contrast the elements of media products and how each helps deliver a desired message.

Standard: IMT3: Students will use available information and communication technology to improve productivity, solve problems and create opportunities.			
	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
IMT3.a: Adopt new technological tools to increase personal and organizational productivity.	**IMT3.a.1.e:** Explore and use data management tools.	**IMT3.a.5.m:** Apply the use of data management tools in daily activities.	**IMT3.a.9.h:** Adapt and refine technology to continuously improve management of data in daily activity.
	IMT3.a.2.e: Explore and use communication tools.	**IMT3.a.6.m:** Demonstrate the ability to use electronic communication technology.	**IMT3.a.10.h:** Integrate technological tools to efficiently create and manage correspondence in daily activity.
	IMT3.a.3.e: Explore and use productivity tools.	**IMT3.a.7.m:** Apply the use of technological tools for managing calendars, schedules and work flow.	**IMT3.a.11.h:** Adapt and refine technology to continuously improve personal and organizational productivity.
	IMT3.a.4.e: Discuss how technology can serve as a positive and negative distraction.	**IMT3.a.8.m:** Explain how technology can detract from personal and organizational productivity.	**IMT3.a.12.h:** Manage use of technology to reduce negative impacts on productivity.
IMT3.b: Select and use communication and information technology to help solve problems and provide opportunities.	**IMT3.b.1.e:** Describe the nature of problems and how they can have multiple elements.	**IMT3.b.4.m:** Apply communication and information technology to the various elements of a problem.	**IMT3.b.7.h:** Use communication and information technology to effectively solve a given problem.
	IMT3.b.2.e: Discuss the impact of communication and information technology.	**IMT3.b.5.m:** Explain how communication and information technology have helped address national and global problems.	**IMT3.b.8.h:** Explain how communication and information technology could help address a current national or global problem.
	IMT3.b.3.e: Describe the nature of opportunities.	**IMT3.b.6.m:** Use communication and information technology to pursue a new opportunity.	**IMT3.b.9.h:** Assess the use of communication and information technology to create new opportunities.

Wisconsin Common Career Technical Standards (WCCTS)

Content Area: LE/Leadership

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

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
LE1.a: Implement leadership skills to accomplish team goals and objectives.	**LE1.a.1.e:** Identify the various roles of leaders within organizations and give examples of positive leadership skills.	**LE1.a.5.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.10.h:** Exhibit skills such as compassion, service, listening, coaching, developing others, team development.
	LE1.a.2.e: Create a community of trust, giving space for different opinions and ideas to help students develop plans and prioritize tasks.	**LE1.a.6.m:** Consider issues related to self, team, community, diversity, environment and global awareness when leading others.	**LE1.a.11.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.3.e: Describe effective leadership and teamwork skills and identify ways to participate in civic activities in school, family or the community.	**LE1.a.7.m:** Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential.	**LE1.a.12.h:** Exhibit skills such as innovation, intuition, adaptation, life-long learning and coach-ability to develop leadership potential over time.
	LE1.a.4.e: Describe leadership in relation to trust, positive attitude, integrity, willingness and commitment to accept key responsibilities in a group project.	**LE1.a.8.m:** Explain leadership in relation to trust, positive attitude, integrity, willingness and commitment to accept key responsibilities in a group project.	**LE1.a.13.h:** Create a sense of trust, positive attitude, integrity, willingness and commitment in order to accept key responsibilities in a group project.
		LE1.a.9.m: Build interest, guide and influence decisions organize efforts and involve members of a group.	**LE1.a.14.h:** Apply parliamentary procedure to an appropriate situation.
LE1.b: Employ teamwork skills to achieve collective goals and use team members/ talents effectively.	**LE1.b.1.e:** Work with a group to meet objectives while including all members.	**LE1.b.4.m:** Involve of all members during group discussions.	**LE1.b.7.h:** Capitalize on team members' individual talents and skills in a project.
			LE1.b.8.h: Apply conflict management skills to help facilitate solutions.

	Performance Indicators (By Grade Band)		
Learning Priority	**PK-5**	**6-8**	**9-12**
	LE1.b.2.e: Demonstrate commitment and a positive attitude toward team goals.	**LE1.b.5.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.9.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.3.e: Outline plans to improve teamwork.	**LE1.b.6.m:** Demonstrate a positive attitude and a commitment toward achieving team goals.	**LE1.b.10.h:** Demonstrate the ability to negotiate and adapt effectively to changes in projects and work activities to meet timelines.
LE1.c: Identify the role of community service and service learning in family, community and business and industry.	**LE1.c.1.e:** Identify the roles and responsibilities of citizenship.	**LE1.c.3.m:** Analyze the roles and responsibilities of citizenship.	**LE1.c.6.h:** Assess the roles and responsibilities of citizenship and formulate an activity or event to showcase community service.
	LE1.c.2.e: Describe involvement in a civic activity.	**LE1.c.4.m:** Select and develop a community service activity/event.	**LE1.c.7.h:** Plan a community service event, participate in the event and evaluate its impact.
		LE1.c.5.m: Show organizational skills necessary to be a successful leader and citizen and practice those skills in real-life situations.	**LE1.c.8.h:** Plan and participate in activities that rate skills necessary to be a successful leader and citizen.
			LE1.c.9.h: Advocate for issues on the local, state and international level.
			LE1.c.10.h: Identify components and structure of community-based organizations.
			LE1.c.11.h: Participate in the development of a program of work/strategic plan and work to implement the organization's goals.

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