



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



<b>Standard: 4C2:</b> Students will formulate and defend judgments and decisions by employing critical thinking skills.			
	<b>Performance Indicators (By Grade Band)</b>		
<b>Learning Priority</b>	<b>PK-5</b>	<b>6-8</b>	<b>9-12</b>
<b>4C2.a:</b> Develop effective resolutions for a given problem, decision or opportunity using available information.	<b>4C2.a.1.e:</b> Differentiate between problems and symptoms.	<b>4C2.a.5.m:</b> Analyze symptoms to identify the root cause of a problem.	<b>4C2.a.11.h:</b> Determine the information needed to address an identified problem.
	<b>4C2.a.2.e:</b> Explain problems, decisions and opportunities faced by individuals and communities.	<b>4C2.a.6.m:</b> Develop multiple resolutions for a given problem, decision or opportunity.	<b>4C2.a.12.h:</b> Contrast the benefits and drawbacks of various proposed resolutions to a given situation.
	<b>4C2.a.3.e:</b> Explain the negative aspects of making decisions without adequate information and/or thought.	<b>4C2.a.7.m:</b> Identify problems that became worse due to poorly thought out or poorly informed solutions.	<b>4C2.a.13.h:</b> Predict how an action could result in unintended consequences, both positive and negative.
	<b>4C2.a.4.e:</b> Describe the concept of systems thinking.	<b>4C2.a.8.m:</b> Explain how implementation of a solution or action may affect one or more corresponding systems.	<b>4C2.a.14.h:</b> Analyze the impact of a decision using a systems thinking model.
		<b>4C2.a.9.m:</b> Explain how different resolutions may be appropriate under different circumstances.	<b>4C2.a.15.h:</b> Determine the best resolution for a problem, decision or opportunity based on given criteria.
		<b>4C2.a.10.m:</b> Explain the process for choosing an action or making a decision.	<b>4C2.a.16.h:</b> Defend an action taken or a decision implemented.
<b>4C2.b:</b> Develop and implement a resolution for a new situation using personal knowledge and experience.	<b>4C2.b.1.e:</b> Describe how past experience relates to new situations.	<b>4C2.b.3.m:</b> Analyze problems to determine what past experiences might be related and relevant.	<b>4C2.b.5.h:</b> Apply past experience to develop a course of action for a new situation.
	<b>4C2.b.2.e:</b> Describe how knowledge learned in one class can be used in other classes and situations.	<b>4C2.b.4.m:</b> Analyze a problem to determine how it relates to existing knowledge.	<b>4C2.b.6.h:</b> 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
<b>4C3.a:</b> Communicate thoughts and feelings with others using verbal and non-verbal language.	<b>4C3.a.1.e:</b> Discuss a shared experience with others.	<b>4C3.a.5.m:</b> Conduct a shared dialogue with others on a common problem or task.	<b>4C3.a.9.h:</b> Develop a mutually acceptable response to a question or problem.
	<b>4C3.a.2.e:</b> Identify a person's emotions based on expressions and body language.	<b>4C3.a.6.m:</b> Predict how a person's emotions may influence his/her communication.	<b>4C3.a.10.h:</b> Distinguish between what a person says and what their expressions and body language indicate.
	<b>4C3.a.3.e:</b> Describe various ways people communicate with each other without using words.	<b>4C3.a.7.m:</b> Explore non-verbal and non-written means of communication.	<b>4C3.a.11.h:</b> Communicate effectively in the presence of a language barrier.
	<b>4C3.a.4.e:</b> Demonstrate effective listening skills.	<b>4C3.a.8.m:</b> Implement effective listening skills in resolving a situation.	<b>4C3.a.12.h:</b> Utilize effective listening skills in creating consensus in a group.
<b>4C3.b:</b> Work collaboratively with others.	<b>4C3.b.1.e:</b> Describe various ways of generating ideas in a group setting.	<b>4C3.b.4.m:</b> Use idea generating practices as part of a group.	<b>4C3.b.7.h:</b> Participate in group processes to generate consensus.
	<b>4C3.b.2.e:</b> Complete an assignment as part of a group.	<b>4C3.b.5.m:</b> Describe ways to facilitate group collaboration.	<b>4C3.b.8.h:</b> Lead group processes to generate consensus.
	<b>4C3.b.3.e:</b> Compare the impact of face-to-face discussion with the use of technology for communication.	<b>4C3.b.6.m:</b> Demonstrate the use of various tools to communicate effectively with an individual or a group.	<b>4C3.b.9.h:</b> Incorporate the use of technology to productively plan, implement and evaluate a solution, process or procedure.
<b>4C3.c:</b> Use interpersonal skills to resolve conflicts with others in an ethical manner.	<b>4C3.c.1.e:</b> Compare and contrast ways of resolving conflicts with another person.	<b>4C3.c.4.m:</b> Resolve a conflict with another person with assistance.	<b>4C3.c.7.h:</b> Resolve conflicts productively with individuals as they arise.
	<b>4C3.c.2.e:</b> Describe ways of resolving conflicts within a team or group.	<b>4C3.c.5.m:</b> Contribute to resolving conflicts that occur within a team or group.	<b>4C3.c.8.h:</b> Lead a team or group through a conflict resolution process to reach a productive outcome.
	<b>4C3.c.3.e:</b> Explain ways in which an act might be considered ethical or unethical.	<b>4C3.c.6.m:</b> Explore the ethical considerations of a current or historical action or decision.	<b>4C3.c.9.h:</b> Defend personal ethics applied to common conflicts that arise during group interactions and team activities.