

# CTE (2013): Grades 2, 3

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

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### **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
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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**
  - 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**
- 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
- 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

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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
    - 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
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**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**
  - 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
  - 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
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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
    - 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
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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**
  - 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**
  - 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**
- 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**
- 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/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**
  - 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**