College & Career Awareness (13.0001) (**District**)

District > 2016-2017 > General > CTE General > College & Career Awareness (13.0001) (**District**) > Boeve, Ben; Nate, Jane
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Granite
SCHOOL DISTRICT

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
Orientation *(Week 1, 1 Week)*						
Agriculture *(Week 2, 3 Weeks)*	**UT: CTE: General (2016)** UT: UT: All Grades **World of Work** **Strand 3: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Agriculture, food, fiber, and natural resources.** **Standard 1: Explore the careers, education, and training related to agricultural systems technology, food production and processing systems.** a. Identify 10 careers in the agricultural systems	Ag Venture Lesson • What is agriculture? • What is the impact of agriculture on your everyday life? • What would happen if there were no farmers or ranchers? • What careers do you think support the ability of farmers and ranchers to produce food, clothing,	Agricultural Education prepares students for employment and/or continuing education opportunities in agriculture through technical instruction in the classroom, experiential education through the laboratory and Supervised Agricultural Experience Program (SAEP), and leadership and personal development through the FFA. Agriculture is a big "career-umbrella."	Ag Venture 1. Students will be able to examine the scope of careers related to the science, art, or practice of agriculture and examine career opportunities that are part of the five agricultural pathways. Biofuel 1. Students will be able to recognize the importance of fuel energy and the fact that agriculture can produce biofuel. 2. Students will be able to identify career opportunities within the Biofuel Industry. Career Trek 1. Students will be explore careers in agriculture and natural resources fields through online research. 2. Students will become acquainted with a wide range of occupations, CTE Pathways, career trends and emerging careers. 3. Students will be able to understand the importance	Biofuel Lesson • Bioenergy: Renewable energy produced from organic matter by converting complex carbohydrates to energy • Biodiesel: A clean burning renewable fuel typically derived from soybean oil and blended with traditional petroleum based diesel. • Biofuels: Any fuel made from biological plant matter rather than fossil fuels. • Corn: Also called maize, corn is a domesticated grain crop and the largest	Agriculture.docx

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	technology, food production and processing systems. b. Identify the skills and education required to work in agricultural systems technology, food production and processing systems careers. c. Describe the variety of work environments in agricultural systems technology, food production and processing systems careers. d. Recognize the sources of food, clothing, and shelter, and the processes that are used to deliver them to the consumer. e. Identify and demonstrate the uses of Global Positioning Systems (GPS) and other satellite technologies in agriculture.	and shelter? Biofuel Lesson • What daily activities require fuel? • Where does fuel come from? Career Trek • Can you name ten careers in agriculture and natural resources? Charting Agricultural Careers • How does agriculture support everyone's basic needs? • What is STEM and how does it relate to	While an agricultural career may not involve working directly on a farm, the "fruits of your labor" may be linked to farm production though the processing and manufacturing of farmed goods and provided services. The agricultural sector of our economy is made up of people who help us all to meet our basic needs. Is it possible to have an ag-less day? No! And with global populations growing, agriculture will need critical thinkers and problem solvers who can help people to meet their basic	of making career decisions related to career aspirations. 4. Students will be able to Identify career and post-secondary education options through investigation of high school to college and career pathways. 5. Students will be able to consider and explore nontraditional career opportunities. 6. Students will be able to understand the importance of making career decisions related to career aspirations. Charting Agricultural Careers 1. Students will become acquainted with a wide range of occupations, CTE Pathways, career trends and emerging careers. DNA in Agriculture 1. Students will be able to explain how self-knowledge/self-efficacy (interest, abilities, and strengths) relates to career interests and selecting and achieving goals. 2. Students will become acquainted with a wide range of occupations, CTE Pathways, career trends and emerging careers. 3. Students will be able to differentiate between entry level and expert level career readiness expectations. 4. Students will be able to explore and participate in	source of ethanol. • Energy Crops: Crops grown specifically for their fuel value. Examples include corn, sugarcane, hardwood trees, and perennial grasses. • Ethanol: A clean, renewable fuel produced from the fermentation of sugars in carbohydrates. In the U.S., corn is the most common crop used to produce ethanol. • Soybean: A type of legume with seeds that contain 18-20% oil which is used for cooking and biodiesel production. Career Trek • Holland Theory - A way to	

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	f. Evaluate facts and opinions about food technologies to enhance food safety and food availability. g. Use and apply learned knowledge through multi-day project based learning experiences. **Standard 2: Explore the careers, education, and training related to plant and animal systems.** a. Identify 10 careers in plant and animal systems. b. Identify the skills and education required to work in plant and animal systems careers. c. Describe the variety of work environments in plant and animal systems. d. Explain how supply and demand of agricultural products affect the	agriculture? DNA in Agriculture • How can extracting DNA from a strawberry improve our lives? Find Your Future Career • How many careers are connected to agriculture? Food Science • Where and how does a potato grow? Planet Zorcon • What is a renewable resource / nonrenew	needs with limited resources. Agriculture is science-based, high-tech and offers a variety of career possibilities. These career opportunities will be explored in this lesson.	experiential activities related to career expectations. 5. Students will be able to explain how academic content knowledge and technical skills are used in various careers Find Your Future Careers 1. Students will be able to explain agriculture concepts (written, oral, or through demonstration or performance of particular skills). 2. Students will be able to construct a list of careers and the education (secondary and post-secondary) necessary, skills required, and wage expectations related to careers discussed in this lesson. 3. Students will be able to discover the variety of agricultural careers available and examine their interests in those careers based on economics based on suitability to their personal talents and characteristics. Food Science 1. Students will be able to Identify career and post-secondary education options through investigation of high school to college and career pathways. 2. Students will be able to explain how academic content knowledge and	evaluate what types of activities someone enjoys or interests they have and match these to the jobs they might enjoy. DNA in Agriculture • DNA (deoxyribonucleic acid): The heredity material in humans and almost all other organisms; similar to a "blueprint" of guidelines that a living organism must follow to exist and remain functional. • RNA (ribonucleic acid): Transfers genetic code to help carry out DNA's blueprint guidelines. • Genetic engineering: The process of manually adding DNA to	

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	marketplace and price (e.g., the supply, demand, and price of major grains such as wheat, corn, and soybeans). e. Explore biotechnology and its uses in agriculture. f. Use and apply learned knowledge through multi-day project based learning experiences. **Standard 3: Explore the careers, education, and training related to natural resource systems.** a. Identify 10 careers in natural resource systems. b. Identify the skills and education required to work in natural resource systems careers. c. Describe the variety of work environments in natural resource systems.	able resource? Serious Cereal Science • What is agronomy? • Where does your cereal grow? Supply and Demand in Agriculture • What would happen to the price of cherries if the farmer experienced a frost and lost most of his crop? • How does supply and demand relate to agriculture? Technology in Agriculture	technical skills are used in various careers. 3. Students will be able to explore the high-tech aspects of agricultural production—focusing on the science in shopping carts—and careers in Food Science. Planet Zorcon 1. Students will become acquainted with a wide range of occupations, CTE Pathways, career trends and emerging careers. 2. Students will be able to differentiate between entry level and expert level career readiness expectations. 3. Students will be able to understand the importance of making career decisions related to career aspirations. 4. Students will be able to explain the differences between renewable and nonrenewable resources, and identify careers related to natural resources—both renewable (agriculture) and nonrenewable (mining). Serious Cereal Science 1. Students will be able to develop an appreciation and an understanding for the extensive materials and career fields provided by agronomy, specifically cereals and grains. 2. Students will be able to explain how self-knowledge/self-efficacy	an organism with the goal of adding one or more new traits not already found in that organism. • Genetically modified organism (GMO): A GMO is any organism developed through a process in which a copy of a desired gene or section of genetic material from one organism is placed in another organism. Planet Zorcon • Renewable Resources: Natural resources that can be replaced by human efforts are considered renewable. The supply of these resources can be reduced without proper management.	

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	d. Explain the dependence and interaction between people and natural resources (e.g., rangeland, wildlife, wilderness, soil, water, and air).

e. Use and apply learned knowledge through multi-day project based learning experiences. | • Why would a farmer use GPS or GIS technology to improve food production? | | (interest, abilities, and strengths) relates to career interests and selecting and achieving goals.
3. Students will be able to explain how academic content knowledge and technical skills are used in various careers.
Supply and Demand in Agriculture
1. Students will be able to demonstrate understanding of the importance of the interrelationship between farmers/producers and consumers by explaining how supply and demand of agricultural products affect commodity markets and prices.
Technology in Agriculture
1. Students will be able to list and know a wide range of occupations, CTE Pathways, career trends and emerging careers.
2. Participate in experiential activities related to career expectations.
3.Studenets will be able to explain how academic content knowledge and technical skills are used in various careers.
4. Students will be able to explore technical careers in agriculture and learn how GPS and GIS technology are used to improve agricultural food production. | Examples: forests, fish, wildlife, agriculture, plants, animals.
• Nonrenewable Resources: These are limited natural resources that cannot be replaced or reproduced (within a generation). We cannot manage them for renewal. Once they are gone they are gone—forever. Examples: oil, mineral resources (lead, iron, cobalt, zinc, etc.), soil (made so slowly: 1,000 - 500,000 years).
• Inexhaustible Resources: These are natural resources that can last forever regardless of human activities. They renew themselves continuously. | |

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					This does not mean that resources are not limited. Human misuse can damage these resources. Examples include surface water (little can be done to affect the total amount of water), air (we can damage the air with pollution, but we cannot use it up), and sunlight (pollution can limit this resource). Serious Cereal Science - Grains: a single fruit or seed of a cereal; a cultivated cereal crop used as food, e.g., rice, soybeans, corn, wheat - Agronomist: scientist who studies soil management and the	

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					production of field crops • Cereal scientist: scientist who studies the composition, function, and uses of cereals/grains • Dicot: a plant that has two cotyledons (embryonic leaves) in the seed • Monocot: a plant that has a single cotyledon (embryonic leaf) in the seed • Heartland: the central part of the U.S.; the Midwest Supply and Demand • Supply: the amount of a resource available at a specific price or the amount available across a range of prices • Demand: an economic principle that	

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					describes a consumer's desire and willingness to pay a price for a specific good or service • Surplus: more than what is needed or used; excess. • Shortage: when the demand for a product or service exceeds its supply in a market. • Equilibrium: where the supply of goods matches demand. • Producer: someone who creates and supplies goods or services. • Consumer: someone who buys and uses products and services • Shifter: (substitutes) a change in the price of a product or service causes a shift in demand for the	

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					other in the same direction (e.g. butter and margarine) (Complements) a change in the price of one good causes a shift in demand for the other in the opposite direction (e.g., stereo amplifiers and speakers, nuts and bolts) Technology in Agriculture • GPS (Global Positioning System): A space-based satellite navigation system that provides location and time information in all weather conditions, anywhere on or near the Earth where there is an unobstructed line of sight to four or more GPS satellites.	

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					• GIS (Geographic Information System): a computerized data management system used to capture, store, manage, retrieve, analyze, and display spatial information.	
Business and Marketing *(Week 5, 6 Weeks)*	**UT: CTE: General (2016)** **UT: UT: All Grades** **World of Work** **Strand 4: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Business and Marketing.** **Standard 1: Explore the careers, education, and training related to accounting and finance, HR management, and**	Human Resources Management Unit Business Administrative Support Unit Accounting and Finance Unit Marketing Entrepreneur and Management Unit 1. What are the 4 P's of Marketing? 2. What is an Entrepreneur? 3. How do you describe your company's services and/or products? (logos, slogans, & jingles)	Business and Marketing Education prepares students for employment and/or continuing education opportunities through technical instruction in the classroom, experiential education in the laboratory, student internships, and through leadership and personal development by	Human Resources Management 1. Students will be able to connect to careers in Human Resources Management, explore what employers are looking for in employees, explore the job of a Human Resources Manager, participate in ethics activities, complete an application, create a resume, and participate in a mock interview. 2. Students will become acquainted with a wide range of occupations, CTE Pathways, career	Human Resources Management • Application: an act of applying. • Resume: a brief account of a person's education, qualifications, and previous experience, typically sent with a job application. • Ethics: rules of behavior based on ideas about what is morally good and bad. • Employee: a person who works for another person	Business and Marketing.docx

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	hospitality and travel. a. Identify and understand the importance of basic business employability skills. b. Understand the human resources aspects of business by completing the job application process, including resumes, online applications, etc. c. Understand how personal marketing can affect job outlooks. d. Understand how to perform basic cashiering functions (e.g... customer communication, problem solving, collecting money, counting change). e. Understand basic personal money management, including sales tax and payroll deductions.	4. Would you rather sell goods or services? Hospitality and tourism Unit	participating in student leadership organizations. The area of study places an emphasis on accounting, finance, administrative and technical support, entrepreneurship, management, hospitality and tourism, human resources management and marketing.	trends and emerging careers. 3. Students will be able to participate in experiential activities related to career expectations. 4. Students will be able to consider and explore non-traditional career opportunities. Business Administrative Support 1. Students will be able to connect to careers in the Business Administrative Support pathway, explore researching techniques on the Internet, and explore business software programs: word processing, spreadsheet, presentations. 2. Students will become aquainted with a wide range of occupations, CTE Pathways, career trends and emergint careers. Accounting and Finance 1. Students will be able to discover careers	or a for a company for wages or a salary. • Employer: a person or entity that has other people working for them. • Personal Marketing: activities that are involved in making people aware of a company's products, making sure that the products are available to be bought, etc. • Job Skills: skills that are need to be successful in the workplace. Business Administrative Support • Browser: a computer program that is used to find and look at information on the Internet. • URL: the letters and symbols that are the	

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	f. Understand economics and how it relates to the success of a business. g. Explore how financial choices impact outcomes. h. Use and apply learned knowledge through multi-day project based learning experiences. **Standard 2: Explore the careers, education, and training related to marketing and entrepreneurship and management.** a. Understand how price, product, promotion, and place affect the success of a business. b. Understand how advertising and promotion used in social media and digital media drive profit. c. Use global examples of how goods, services, and ideas are			in the Accounting and Finance pathway, explore spending habits, explore ways to make money and mange money. 2. Students will become acquainted with a wide range of occupations, CTE Pathways, career trends and emerging careers. Marketing Entrepreneur and Management 1. Students will explain how self-knowledge/self-efficacy (interest, abilities, and strengths) relates to career interests and selecting and achieving goals. 2. Student will discuss how education, career exploration, planning for college career readiness, and current occupational information will assist individuals in making long-range plans 3. Students will become acquainted with a wide range of	address of a Web site. • Search Engine: a computer program that is used to look for information on the Internet. • http: hypertext transfer protocol • html: a computer language that is used to create documents or Web sites on teh Internet. • Online Etiquette: the rules indicating the proper and polite way to behave online. • Associates Degree: a degree that is given to a student who has completed tow years of study at a junior college, college, or university in the U.S. • Bachelor Degree: a degree that is given to a student by a	

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	marketed and distributed. d. Using career exploration in business, marketing, and related areas, develop a small business that is role-played in the classroom with successful operations. e. Explore related CTE Career Pathways. f. Use and apply learned knowledge through multi-day project based learning experiences. **Standard 3: Explore the careers, education, and training related to administrative support.** a. Use word processing, spreadsheets, desktop publishing, and presentation software to perform basic tasks independently and			occupations, CTE Pathways, career trends and emerging careers. 4. Students will understand the importance of making decisions related to career aspirations. 5. Students will expand career awareness through participation in Work-Based Learning experiences. 6. Students will identify career and post-secondary education options through investigation of high school to college and career pathways. Hospitality and Tourism 1. Students will be able to explore the importance that hospitality and tourism plays in Utah's economy. 2. Students will be able to explore cashier and travel agent jobs. 3. Students will explain how self-knowledge/self-efficacy (interest, abilities, and	college or university usually after four years of study. • Master's Degree: a degree that is given to a student by a college or univeristy usually after one or two years fo additional study following a bachelor's degree. • Doctorate Degree: the highest degree that is given by a university. • Word processor software: software used on a computer to perform word processing. • Spreadsheet software: a computer program that calculates numbers and organizes information in columns and rows. • Presentation software:	

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	collaboratively in a business setting. b. Understand how the Internet works and define Internet vocabulary, including terms such as URL, browser, search engine, etc. c. Understand proper etiquette and ethics when using the Internet and social media/digital marketing online applications. d. Use a browser to explore careers in business, marketing, and related areas. e. Use and apply learned knowledge through multi-day project based learning experiences.			strengths) relates to career interests and selecting and achieving goals. 4. Students will be able to discuss how education, career exploration, planning for college career readiness, and current occupational information will assist individuals in making long-range plans. 5. Students will become acquainted with a wide range of occupations, CTE Pathways, career trends and emerging careers. 6. Students will be able to differentiate between entry level and expert level career readiness expectations. 7. Students will be able to understand the importance of making career decisions related to career aspirations. 8. Students will be able to expend career awareness through participation in Work-Based Learning experiences. 9. Students will be able to participate in	software used to create a sequence of text and graphics, and often audio and video, to accompany a speech or public presentation. <u>Accounting and Finance</u> • Payroll: the total amount of meny that a company pays to all of its employees. • Income: money that is earned from work, investments, business, etc. • Deductions: something (such as an amount of money) that is or can be subtracted from a total. • Sales tax: a tax that is added to the price of goods and services. • Interest: the profit in goods	

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			experiential activities related to career expectations. 10. Students will be able to identify career and post-secondary options through investigation of high school to college and career pathways. 11. Students will be able to explain how academic content knowledge and technical skills are used in various careers.		or money that is made on invested capital • Principle: primary source. • Checks: a written order directing a bank to pay money as instructed. • Debit card: a small plastic card that is used to buy things by having the money to pay for them taken directly from your bank account. • Gross Pay: the amount you earn before taxes and deductions are taken out. • Net Pay: the amount of money you take home. • Budget: an amount of money available for spending that is based on a plan for how it will be spent. • Investment: the action or	

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					process of investing money for profit or material result.	
					Hospitality and Tourism	
					• Hospitality: a broad category of fields including, lodging, event planning, them parks, transportation, and cruise line.	
					• Tourism Industry: a business of providing hotels, restaurants, entertainment, etc., for people who are traveling.	
					• Tourist: a person who travels to a place for pleasure.	
					• Passport: an official document issued by the government of a country that identifies someones as a citizen of that	

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					country and that is usually necessary when entering or leaving a country. • Transactions: the act or process of doing business with anoutehr person, company, etc. • Payroll Clerk: a person who processes the payrol for a company. • Gross Pay: he amount you earn before taxes and deductions are taken out. • Net Pay: the amount of money you take home. • Economy: the process or system by which goods and services are produced, sold, and bought in a country or region. • Itinerary: the places you go to or plan to go	

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					to on a journey; also : a document in which the places you will be going to are listed.	
Project-Based Learning 1 *(Week 11, 1 Week)*	**UT: CTE: General (2016)** **UT: UT: All Grades** **World of Work** **Strand 3: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Agriculture, food, fiber, and natural resources. Standard 1: Explore the careers, education, and training related to agricultural systems technology, food production and processing systems.** a. Identify 10 careers in the					

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	agricultural systems technology, food production and processing systems.					
	b. Identify the skills and education required to work in agricultural systems technology, food production and processing systems careers.					
	c. Describe the variety of work environments in agricultural systems technology, food production and processing systems careers.					
	d. Recognize the sources of food, clothing, and shelter, and the processes that are used to deliver them to the consumer.					
	e. Identify and demonstrate the uses of Global Positioning Systems (GPS) and other satellite					

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	technologies in agriculture.					
	f. Evaluate facts and opinions about food technologies to enhance food safety and food availability.					
	g. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to plant and animal systems.					
	a. Identify 10 careers in plant and animal systems.					
	b. Identify the skills and education required to work in plant and animal systems careers.					
	c. Describe the variety of work environments in plant and animal systems.					
	d. Explain how supply and					

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	demand of agricultural products affect the marketplace and price (e.g., the supply, demand, and price of major grains such as wheat, corn, and soybeans).					
	e. Explore biotechnology and its uses in agriculture.					
	f. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to natural resource systems.					
	a. Identify 10 careers in natural resource systems.					
	b. Identify the skills and education required to work in natural resource systems careers.					
	c. Describe the variety of work environments in					

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	natural resource systems. d. Explain the dependence and interaction between people and natural resources (e.g., rangeland, wildlife, wilderness, soil, water, and air). e. Use and apply learned knowledge through multi-day project based learning experiences. **Strand 4: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Business and Marketing. Standard 1: Explore the careers, education, and training related to accounting and finance, HR management, and hospitality and travel.** a. Identify and understand the					

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	importance of basic business employability skills. b. Understand the human resources aspects of business by completing the job application process, including resumes, online applications, etc. c. Understand how personal marketing can affect job outlooks. d. Understand how to perform basic cashiering functions (e.g... customer communication, problem solving, collecting money, counting change). e. Understand basic personal money management, including sales tax and payroll deductions. f. Understand economics and how it relates to the success of a business.					

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	g. Explore how financial choices impact outcomes.					
	h. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to marketing and entrepreneurship and management.					
	a. Understand how price, product, promotion, and place affect the success of a business.					
	b. Understand how advertising and promotion used in social media and digital media drive profit.					
	c. Use global examples of how goods, services, and ideas are marketed and distributed.					
	d. Using career exploration in business,					

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	marketing, and related areas, develop a small business that is role-played in the classroom with successful operations.					
	e. Explore related CTE Career Pathways.					
	f. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to administrative support.					
	a. Use word processing, spreadsheets, desktop publishing, and presentation software to perform basic tasks independently and collaboratively in a business setting.					
	b. Understand how the Internet works and define Internet					

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	vocabulary, including terms such as URL, browser, search engine, etc. c. Understand proper etiquette and ethics when using the Internet and social media/digital marketing online applications. d. Use a browser to explore careers in business, marketing, and related areas. e. Use and apply learned knowledge through multi-day project based learning experiences. **Strand 5: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Family and Consumer Sciences. Standard 1: Explore the careers, education, and**					

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	training related to family and human services and early childhood education.					
	a. Examine the impact of career choices on family lifestyles and family economics.					
	b. Explore the development of acceptable interpersonal skills in the family and workplace.					
	c. Identify the steps of problem-solving and demonstrate critical thinking.					
	d. Identify the qualities required in a positive child care environment.					
	e. Identify and use developmentally appropriate practices for young children.					
	f. Explore related entrepreneur opportunities.					
	g. Use and apply learned knowledge through multi-day project based					

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	learning experiences.					
	Standard 2: Explore the careers, education, and training related to textile design, fabrication, and entrepreneurship.					
	a. Understand necessary skills related to clothing care/selection, construction, and textile fabrication.					
	b. Explore and use textile technology, including interior design.					
	c. Explore related entrepreneur opportunities.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to food science, nutrition, and culinary arts.					

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	a. Demonstrate basic food safety and sanitation. b. Understand and use basic culinary practices (i.e. measuring, reading a recipe, and converting recipes). c. Interpret nutritional information as part of a healthy diet. d. Explore related entrepreneur opportunities. e. Use and apply learned knowledge through multi-day project based learning experiences. **Strand 6: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Health Science. Standard 1: Explore the careers, education, and training related to**					

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	biotech research and development.					
	a. Complete a healthcare career study.					
	b. Compare and contrast workplace etiquette and ethics related to healthcare.					
	c. Distinguish effective verbal and nonverbal communication and explain the differences.					
	Standard 2: Explore the careers, education, and training related to diagnostics and health informatics.					
	a. Explore what it takes to make a Healthcare system work (e.g., hospital as a mini- city.)					
	b. Identify how disease is transmitted and how to prevent the spread of disease.					
	c. Understand and define the terms: vital signs, blood					

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	pressure, pulse, temperature, and breathing rate.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to therapeutic services.					
	a. Explore the Research and Development Pathway: Biotechnology					
	b. Explore the Diagnostic Pathway: Clinical Laboratory and Medical Forensics					
	c. Explore the Health Informatics Pathway: Medical Office Administrative Assistant					
	d. Explore the Therapeutic Services Pathways: Dental 1. E Emergency Medical					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Technician (EMT) 2. Nursing 3. Pharmacy 4. Surgical Technician 5. Therapeutic Rehabilitation/Exercise e. Use and apply learned knowledge through multi-day project based learning experiences. **Strand 7: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Digital Media, Computer Science and Information Technology. Standard 1: Explore the careers, education, and training related to networking and information technology support.** a. Explore digital media and rich media as a communication					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	media for projects and on the web.					
	b. Introduce creative thinking, problem solving, project planning, and design.					
	c. Explore rich media creation and manipulation— photos, graphics, sound, video, animation, user experience (UX), etc.					
	d. Explore the creation of 3D objects.					
	e. Introduce concepts of file and folder management of assets.					
	f. Develop project(s) using rich media, such as a game, HTML5app, a website, an online video, or other rich media projects.					
	g. Explore careers in digital media, information technology, web development,					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	networking, and related areas.					
	h. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to digital design.					
	a. Recognize that software development affects all facets of society.					
	b. Introduce the computer science concepts of creative thinking, computational thinking, problem solving, collaboration, etc.					
	c. Explore and use the concepts and structures of software development, such as sequence, loops, conditionals, variables, and function structures.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	d. Plan and develop a project such as a game, app, or other computer software development project.					
	e. Explore the relationship between computer science and software development careers.					
	f. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to software development.					
	a. Recognize the use of information technology systems in all facets of society.					
	b. Introduce the concepts of hardware, operation systems, and application software.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	c. Explore networks (wired, wireless, cellular, etc.).					
	d. Utilize online database services: database search, language translation, etc.					
	e. Utilize online data collection and applications: Google Forms, OneDrive Forms, ArcGIS online, Google Maps, etc.					
	f. Develop a project that includes the use of computer hardware, networks, online services, and/or data collection.					
	g. Use and apply learned knowledge through multi-day project based learning experiences.					
	Strand 8: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Technology and					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Engineering and Skilled and Technical Education. Standard 1: Explore the careers, education, and training related to skilled and technical sciences education.					
	a. Use tools, equipment and facility safely.					
	b. Demonstrate the ability to use measuring tools to measure accurately to 1/16" and to 1 mm.					
	c. Define engineering and understand a basic engineering design process.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to technology and of					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	how technology relates to society.					
	a. Explore the characteristics and scope of technology in society.					
	b. Explore the core concepts of technology in society.					
	c. Explore the relationships among technologies and the connections between technologies and other fields.					
	d. Explore the cultural, social, economic, and political effects of technology in society.					
	e. Explore the role of society in the development of technology.					
	f. Explore the influence of technology on history.					
	g. Use and apply learned knowledge through multi-day project based					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	learning experiences. **Standard 3: Explore the careers, education, and training related to engineering, manufacturing, construction, communication, energy, and transportation processes and technologies.** a. Explain the relationship of manufacturing technology in producing items people want and need. b. Identify the different types of construction (civil, commercial, industrial, residential, etc.). c. Understand how communication technology includes methods people have developed to use technology in sending and receiving messages.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	d. Understand and explain the relationship between energy, power, and the ability to do work, and identify their sources (e.g., solar, fossil fuels, hydro, geothermal, wind, etc.). e. Explain transportation technology and identify types of transportation systems (e.g., land, air and space, marine, pipeline, and conveyor). f. Use and apply learned knowledge through multi-day project based learning experiences.					
Career Development Apps Lessons 1-6 *(Week 12, 1 Week)*	**UT: CTE: General (2016)** **UT: UT: All Grades** **World of Work** **Strand 1: Students will be knowledgeable about the importance of**					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	career options and career planning; self-knowledge/self-efficacy (interest, aptitude, ability); current and emerging occupational information; and the preparatory steps for college and career readiness. Standard 1: Identify and practice the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span; including recognizing that completion of high school with essential academic and CTE coursework provides a wide range of substantial post-secondary and career options. a. Identify personal abilities, skills, interests, values, and motivations in					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	terms of future goals.					
	b. Understand the relationship of responsibility, dependability, integrity, and work ethic in order to be successful in the workplace.					
	c. Apply time management and task management skills.					
	d. Apply knowledge of the learning pyramid to positively influence school performance.					
	e. Work independently as well as cooperatively with other students.					
	f. Identify a broad range of interests and abilities, connecting to school in positive ways.					
	g. Understand the importance of balancing family life, school, homework, extracurricular					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	activities, and leisure time.					
	h. Use problem-solving and decision-making skills to assess progress toward educational goals.					
	i. Understand the relationship between classroom performance, success in school and success in life.					
	j. Identify next step planning options consistent with interests, achievement, aptitudes, and abilities.					
	k. Identify recommended course sequencing and pathway opportunities based on career interests.					
	Standard 2: Learn about the changing nature of the workplace, the value of work to society, and the connection of work to the					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	achievement of personal goals.					
	a. Understand that the changing nature of work requires adaptability, lifelong learning, and acquiring new skills.					
	b. Understand opportunities for traditional and nontraditional career choices.					
	c. Locate career information through UtahFutures. Understand the relationship between work, societal needs, and a global economy.					
	d. Understand employability skills. Determine values that affect life/career planning in terms of family, community involvement, work, and leisure.					
	e. Participate in a variety of Work-Based Learning experiences that					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	connect academic preparation with hands-on career development Revised January 2016 Page 2 of 10 College and Career Awareness experiences, e.g., guest speakers, field studies, job shadows, and career fairs. **Standard 3: Assess and apply interests, personal skills, aptitudes and abilities to education planning and future career decisions.** a. Understand the relationship between education, training, and the occupational choice. b. Complete and utilize career assessments. c. Explore job-seeking skills such as writing a resume, completing a job					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	application, and interviewing.					
	d. Understand how life roles, personal beliefs, and attitudes affect career decision-making.					
	e. Develop a written CCR Plan including establishing academic goals and outlining short-term steps to achieve future life/career goals.					
	f. Identify post-secondary options to support interests, achievement, aptitude, and abilities, recognizing the potential in occupations as being open for choice without restrictions based on sex, race, ethnic heritage, age creed, or disability.					
	Strand 2: Improve development in core subject content that is					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	necessary for college and career readiness; explore relevant education, training, and career opportunities essential for success. **Standard 1: Students will explore education and training in Science, Technology, Engineering, and Math (STEM) career pathway opportunities.**					
	a. Investigate STEM careers available in Utah.					
	b. Identify eight STEM careers along with training and education necessary to enter the workforce.					
	c. Participate in the STEM problem-solving process on a real-world problem.					
	Standard 2: Students will explore education and training in nontraditional					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	career pathway opportunities.					
	a. Investigate nontraditional careers that are in high demand in Utah.					
	b. Identify eight nontraditional careers along with training and education necessary to enter the workforce.					
	Standard 3: Students will develop an understanding of 21st century skills for college and career readiness.					
	a. Understand the role of critical thinking, analysis, and problem solving strategies as 21st century employability skills.					
	b. Increase communication and teamwork skills.					
	c. Increase proficiency in the use of technology.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	d. Identify the importance of time management skills and study habits. **Standard 4: Students will apply academic knowledge in college and career pathways.** a. Participate in hands-on math applications. b. Participate in technical reading and technical writing activities. c. Participate in applied science experiences.					
Family and Consumer Sciences *(Week 13, 4 Weeks)*	**UT: CTE: General (2016)** <u>**UT: UT: All Grades**</u> **World of Work** **Strand 5: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Family and Consumer Sciences.**		Family and Consumer Sciences Education (FACS) helps prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the			

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Standard 1: Explore the careers, education, and training related to family and human services and early childhood education. a. Examine the impact of career choices on family lifestyles and family economics. b. Explore the development of acceptable interpersonal skills in the family and workplace. c. Identify the steps of problem-solving and demonstrate critical thinking. d. Identify the qualities required in a positive child care environment. e. Identify and use developmentally appropriate practices for young children. f. Explore related entrepreneur opportunities.		knowledge, skills, attitudes, and behaviors needed through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.			

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	g. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to textile design, fabrication, and entrepreneurship.					
	a. Understand necessary skills related to clothing care/selection, construction, and textile fabrication.					
	b. Explore and use textile technology, including interior design.					
	c. Explore related entrepreneur opportunities.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	food science, nutrition, and culinary arts. a. Demonstrate basic food safety and sanitation. b. Understand and use basic culinary practices (i.e. measuring, reading a recipe, and converting recipes). c. Interpret nutritional information as part of a healthy diet. d. Explore related entrepreneur opportunities. e. Use and apply learned knowledge through multi-day project based learning experiences.					
Work-Based Learning *(Week 17, 1 Week)*			Work-Based Learning Opportunity is missed by most people because it is dressed in overalls and looks like work	Work-Based Learning • Students will be able to understand career application of subject matter. • Students will be able to teach and		

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
			-Thomas Edison

Overview A minimum of six Work-Based Learning experiences is designated during the College and Career Awareness year to provide career awareness and exploration experiences that support and sustain classroom instruction and curriculum. These Work-Based Learning experiences are not intended to be an add-on. Work-Based Learning experiences should reflect a variety of career fields for students to explore their own interests | reinforce productive work habits.
- Students will be able to emphasize career awareness and exploration | | |

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
			and apply their self-discovery to the world of work. Work-Based Learning is a teaching strategy that enhances classroom learning. These experiences must occur in one or more the following four areas: • Career Fairs • Field Studies • Guest Speakers • Job Shadows			
Health Science *(Week 18, 4 Weeks)*	**UT: CTE: General (2016)** **UT: UT: All Grades** **World of Work** **Strand 6: Students will explore skills,**		Health Science Education prepares students for employment and/or continuing education			

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	knowledge and concepts related to CTE College and Career Pathways in Health Science. Standard 1: Explore the careers, education, and training related to biotech research and development. a. Complete a healthcare career study. b. Compare and contrast workplace etiquette and ethics related to healthcare. c. Distinguish effective verbal and nonverbal communication and explain the differences. **Standard 2: Explore the careers, education, and training related to diagnostics and health informatics.** a. Explore what it takes to make a Healthcare system		opportunities in healthcare through technical instruction in the classroom, experiential education in the laboratory, work-based learning opportunities at clinical settings, and leadership skills through Health Occupations Students of America (HOSA).			

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	work (e.g., hospital as a mini- city.)					
	b. Identify how disease is transmitted and how to prevent the spread of disease.					
	c. Understand and define the terms: vital signs, blood pressure, pulse, temperature, and breathing rate.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to therapeutic services.					
	a. Explore the Research and Development Pathway: Biotechnology					
	b. Explore the Diagnostic Pathway: Clinical Laboratory and Medical Forensics					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	c. Explore the Health Informatics Pathway: Medical Office Administrative Assistant d. Explore the Therapeutic Services Pathways: Dental 1. E Emergency Medical Technician (EMT) 2. Nursing 3. Pharmacy 4. Surgical Technician 5. Therapeutic Rehabilitation/Exercise e. Use and apply learned knowledge through multi-day project based learning experiences.					
Information Technology *(Week 22, 4 Weeks)*	**UT: CTE: General (2016)** <u>**UT: UT: All Grades**</u> **World of Work** **Strand 7: Students will explore skills, knowledge and concepts related to CTE College**		Information Technology (IT) Education prepares students for employment and/or continuing education opportunities in the growing			

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	and Career Pathways in Digital Media, Computer Science and Information Technology. Standard 1: Explore the careers, education, and training related to networking and information technology support. a. Explore digital media and rich media as a communication media for projects and on the web. b. Introduce creative thinking, problem solving, project planning, and design. c. Explore rich media creation and manipulation—photos, graphics, sound, video, animation, user experience (UX), etc. d. Explore the creation of 3D objects.		field of Information Technology in partnership with industry. This is accomplished through technical instruction in the classroom, experiential education in the laboratory, student internships, and industry/skill certification. IT education programs also encourage and promote teamwork, lifelong learning, hands-on experience, ethical behavior, and communication skills.			

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	e. Introduce concepts of file and folder management of assets.					
	f. Develop project(s) using rich media, such as a game, HTML5app, a website, an online video, or other rich media projects.					
	g. Explore careers in digital media, information technology, web development, networking, and related areas.					
	h. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to digital design.					
	a. Recognize that software development affects all facets of society.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	b. Introduce the computer science concepts of creative thinking, computational thinking, problem solving, collaboration, etc. c. Explore and use the concepts and structures of software development, such as sequence, loops, conditionals, variables, and function structures. d. Plan and develop a project such as a game, app, or other computer software development project. e. Explore the relationship between computer science and software development careers. f. Use and apply learned knowledge through multi-day project based learning experiences.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Standard 3: Explore the careers, education, and training related to software development.					
	a. Recognize the use of information technology systems in all facets of society.					
	b. Introduce the concepts of hardware, operation systems, and application software.					
	c. Explore networks (wired, wireless, cellular, etc.).					
	d. Utilize online database services: database search, language translation, etc.					
	e. Utilize online data collection and applications: Google Forms, OneDrive Forms, ArcGIS online, Google Maps, etc.					
	f. Develop a project that includes the use of computer					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	hardware, networks, online services, and/or data collection. g. Use and apply learned knowledge through multi-day project based learning experiences.					
Project Based Learning 2 *(Week 26, 1 Week)*	**UT: CTE: General (2016)** **UT: UT: All Grades** **World of Work** **Strand 3: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Agriculture, food, fiber, and natural resources.** **Standard 1: Explore the careers, education, and training related to agricultural systems technology, food production and processing systems.**					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	a. Identify 10 careers in the agricultural systems technology, food production and processing systems.					
	b. Identify the skills and education required to work in agricultural systems technology, food production and processing systems careers.					
	c. Describe the variety of work environments in agricultural systems technology, food production and processing systems careers.					
	d. Recognize the sources of food, clothing, and shelter, and the processes that are used to deliver them to the consumer.					
	e. Identify and demonstrate the uses of Global Positioning Systems (GPS)					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	and other satellite technologies in agriculture.					
	f. Evaluate facts and opinions about food technologies to enhance food safety and food availability.					
	g. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to plant and animal systems.					
	a. Identify 10 careers in plant and animal systems.					
	b. Identify the skills and education required to work in plant and animal systems careers.					
	c. Describe the variety of work environments in plant and animal systems.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	d. Explain how supply and demand of agricultural products affect the marketplace and price (e.g., the supply, demand, and price of major grains such as wheat, corn, and soybeans). e. Explore biotechnology and its uses in agriculture. f. Use and apply learned knowledge through multi-day project based learning experiences. **Standard 3: Explore the careers, education, and training related to natural resource systems.** a. Identify 10 careers in natural resource systems. b. Identify the skills and education required to work in natural resource systems careers.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	c. Describe the variety of work environments in natural resource systems.					
	d. Explain the dependence and interaction between people and natural resources (e.g., rangeland, wildlife, wilderness, soil, water, and air).					
	e. Use and apply learned knowledge through multi-day project based learning experiences.					
	Strand 4: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Business and Marketing. Standard 1: Explore the careers, education, and training related to accounting and finance, HR management, and hospitality and travel.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	a. Identify and understand the importance of basic business employability skills.					
	b. Understand the human resources aspects of business by completing the job application process, including resumes, online applications, etc.					
	c. Understand how personal marketing can affect job outlooks.					
	d. Understand how to perform basic cashiering functions (e.g... customer communication, problem solving, collecting money, counting change).					
	e. Understand basic personal money management, including sales tax and payroll deductions.					
	f. Understand economics and how it relates to					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	the success of a business.					
	g. Explore how financial choices impact outcomes.					
	h. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to marketing and entrepreneurship and management.					
	a. Understand how price, product, promotion, and place affect the success of a business.					
	b. Understand how advertising and promotion used in social media and digital media drive profit.					
	c. Use global examples of how goods, services, and ideas are marketed and distributed.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	d. Using career exploration in business, marketing, and related areas, develop a small business that is role-played in the classroom with successful operations. e. Explore related CTE Career Pathways. f. Use and apply learned knowledge through multi-day project based learning experiences. **Standard 3: Explore the careers, education, and training related to administrative support.** a. Use word processing, spreadsheets, desktop publishing, and presentation software to perform basic tasks independently and collaboratively in a business setting.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	b. Understand how the Internet works and define Internet vocabulary, including terms such as URL, browser, search engine, etc.					
	c. Understand proper etiquette and ethics when using the Internet and social media/digital marketing online applications.					
	d. Use a browser to explore careers in business, marketing, and related areas.					
	e. Use and apply learned knowledge through multi-day project based learning experiences.					
	Strand 5: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Family and Consumer Sciences. Standard 1:					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Explore the careers, education, and training related to family and human services and early childhood education.					
	a. Examine the impact of career choices on family lifestyles and family economics.					
	b. Explore the development of acceptable interpersonal skills in the family and workplace.					
	c. Identify the steps of problem-solving and demonstrate critical thinking.					
	d. Identify the qualities required in a positive child care environment.					
	e. Identify and use developmentally appropriate practices for young children.					
	f. Explore related entrepreneur opportunities.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	g. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to textile design, fabrication, and entrepreneurship.					
	a. Understand necessary skills related to clothing care/selection, construction, and textile fabrication.					
	b. Explore and use textile technology, including interior design.					
	c. Explore related entrepreneur opportunities.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	food science, nutrition, and culinary arts.					
	a. Demonstrate basic food safety and sanitation.					
	b. Understand and use basic culinary practices (i.e. measuring, reading a recipe, and converting recipes).					
	c. Interpret nutritional information as part of a healthy diet.					
	d. Explore related entrepreneur opportunities.					
	e. Use and apply learned knowledge through multi-day project based learning experiences.					
	Strand 6: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Health Science. Standard 1: Explore the careers,					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	education, and training related to biotech research and development.					
	a. Complete a healthcare career study.					
	b. Compare and contrast workplace etiquette and ethics related to healthcare.					
	c. Distinguish effective verbal and nonverbal communication and explain the differences.					
	Standard 2: Explore the careers, education, and training related to diagnostics and health informatics.					
	a. Explore what it takes to make a Healthcare system work (e.g., hospital as a mini- city.)					
	b. Identify how disease is transmitted and how to prevent the spread of disease.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	c. Understand and define the terms: vital signs, blood pressure, pulse, temperature, and breathing rate.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to therapeutic services.					
	a. Explore the Research and Development Pathway: Biotechnology					
	b. Explore the Diagnostic Pathway: Clinical Laboratory and Medical Forensics					
	c. Explore the Health Informatics Pathway: Medical Office Administrative Assistant					
	d. Explore the Therapeutic Services					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Pathways: Dental 1. E Emergency Medical Technician (EMT) 2. Nursing 3. Pharmacy 4. Surgical Technician 5. Therapeutic Rehabilitation/Exercise e. Use and apply learned knowledge through multi-day project based learning experiences. **Strand 7: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Digital Media, Computer Science and Information Technology. Standard 1: Explore the careers, education, and training related to networking and information technology support.** a. Explore digital media and rich					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	media as a communication media for projects and on the web.					
	b. Introduce creative thinking, problem solving, project planning, and design.					
	c. Explore rich media creation and manipulation—photos, graphics, sound, video, animation, user experience (UX), etc.					
	d. Explore the creation of 3D objects.					
	e. Introduce concepts of file and folder management of assets.					
	f. Develop project(s) using rich media, such as a game, HTML5app, a website, an online video, or other rich media projects.					
	g. Explore careers in digital media, information technology, web					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	development, networking, and related areas.					
	h. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to digital design.					
	a. Recognize that software development affects all facets of society.					
	b. Introduce the computer science concepts of creative thinking, computational thinking, problem solving, collaboration, etc.					
	c. Explore and use the concepts and structures of software development, such as sequence, loops, conditionals, variables, and function structures.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	d. Plan and develop a project such as a game, app, or other computer software development project.					
	e. Explore the relationship between computer science and software development careers.					
	f. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to software development.					
	a. Recognize the use of information technology systems in all facets of society.					
	b. Introduce the concepts of hardware, operation systems, and application software.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	c. Explore networks (wired, wireless, cellular, etc.).					
	d. Utilize online database services: database search, language translation, etc.					
	e. Utilize online data collection and applications: Google Forms, OneDrive Forms, ArcGIS online, Google Maps, etc.					
	f. Develop a project that includes the use of computer hardware, networks, online services, and/or data collection.					
	g. Use and apply learned knowledge through multi-day project based learning experiences.					
	Strand 8: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Technology and					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Engineering and Skilled and Technical Education. Standard 1: Explore the careers, education, and training related to skilled and technical sciences education.					
	a. Use tools, equipment and facility safely.					
	b. Demonstrate the ability to use measuring tools to measure accurately to 1/16" and to 1 mm.					
	c. Define engineering and understand a basic engineering design process.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to technology and of					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	how technology relates to society.					
	a. Explore the characteristics and scope of technology in society.					
	b. Explore the core concepts of technology in society.					
	c. Explore the relationships among technologies and the connections between technologies and other fields.					
	d. Explore the cultural, social, economic, and political effects of technology in society.					
	e. Explore the role of society in the development of technology.					
	f. Explore the influence of technology on history.					
	g. Use and apply learned knowledge through multi-day project based					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	learning experiences. **Standard 3: Explore the careers, education, and training related to engineering, manufacturing, construction, communication, energy, and transportation processes and technologies.** a. Explain the relationship of manufacturing technology in producing items people want and need. b. Identify the different types of construction (civil, commercial, industrial, residential, etc.). c. Understand how communication technology includes methods people have developed to use technology in sending and receiving messages.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	d. Understand and explain the relationship between energy, power, and the ability to do work, and identify their sources (e.g., solar, fossil fuels, hydro, geothermal, wind, etc.). e. Explain transportation technology and identify types of transportation systems (e.g., land, air and space, marine, pipeline, and conveyor). f. Use and apply learned knowledge through multi-day project based learning experiences.					
Career Development Apps Lessons 7-12, 17 *(Week 27, 3 Weeks)*	**UT: CTE: General (2016)** **UT: UT: All Grades** **World of Work** **Strand 1: Students will be knowledgeable about the importance of**					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	career options and career planning; self-knowledge/self-efficacy (interest, aptitude, ability); current and emerging occupational information; and the preparatory steps for college and career readiness. Standard 1: Identify and practice the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span; including recognizing that completion of high school with essential academic and CTE coursework provides a wide range of substantial post-secondary and career options. a. Identify personal abilities, skills, interests, values, and motivations in					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	terms of future goals.					
	b. Understand the relationship of responsibility, dependability, integrity, and work ethic in order to be successful in the workplace.					
	c. Apply time management and task management skills.					
	d. Apply knowledge of the learning pyramid to positively influence school performance.					
	e. Work independently as well as cooperatively with other students.					
	f. Identify a broad range of interests and abilities, connecting to school in positive ways.					
	g. Understand the importance of balancing family life, school, homework, extracurricular					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	activities, and leisure time.					
	h. Use problem-solving and decision-making skills to assess progress toward educational goals.					
	i. Understand the relationship between classroom performance, success in school and success in life.					
	j. Identify next step planning options consistent with interests, achievement, aptitudes, and abilities.					
	k. Identify recommended course sequencing and pathway opportunities based on career interests.					
	Standard 2: Learn about the changing nature of the workplace, the value of work to society, and the connection of work to the					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	achievement of personal goals.					
	a. Understand that the changing nature of work requires adaptability, lifelong learning, and acquiring new skills.					
	b. Understand opportunities for traditional and nontraditional career choices.					
	c. Locate career information through UtahFutures. Understand the relationship between work, societal needs, and a global economy.					
	d. Understand employability skills. Determine values that affect life/career planning in terms of family, community involvement, work, and leisure.					
	e. Participate in a variety of Work-Based Learning experiences that					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	connect academic preparation with hands-on career development Revised January 2016 Page 2 of 10 College and Career Awareness experiences, e.g., guest speakers, field studies, job shadows, and career fairs. **Standard 3: Assess and apply interests, personal skills, aptitudes and abilities to education planning and future career decisions.** a. Understand the relationship between education, training, and the occupational choice. b. Complete and utilize career assessments. c. Explore job-seeking skills such as writing a resume, completing a job					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	application, and interviewing.					
	d. Understand how life roles, personal beliefs, and attitudes affect career decision-making.					
	e. Develop a written CCR Plan including establishing academic goals and outlining short-term steps to achieve future life/career goals.					
	f. Identify post-secondary options to support interests, achievement, aptitude, and abilities, recognizing the potential in occupations as being open for choice without restrictions based on sex, race, ethnic heritage, age creed, or disability.					
	Strand 2: Improve development in core subject content that is					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	necessary for college and career readiness; explore relevant education, training, and career opportunities essential for success. Standard 1: Students will explore education and training in Science, Technology, Engineering, and Math (STEM) career pathway opportunities.					
	a. Investigate STEM careers available in Utah.					
	b. Identify eight STEM careers along with training and education necessary to enter the workforce.					
	c. Participate in the STEM problem-solving process on a real-world problem.					
	Standard 2: Students will explore education and training in nontraditional					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	career pathway opportunities.					
	a. Investigate nontraditional careers that are in high demand in Utah.					
	b. Identify eight nontraditional careers along with training and education necessary to enter the workforce.					
	Standard 3: Students will develop an understanding of 21st century skills for college and career readiness.					
	a. Understand the role of critical thinking, analysis, and problem solving strategies as 21st century employability skills.					
	b. Increase communication and teamwork skills.					
	c. Increase proficiency in the use of technology.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	d. Identify the importance of time management skills and study habits. **Standard 4: Students will apply academic knowledge in college and career pathways.** a. Participate in hands-on math applications. b. Participate in technical reading and technical writing activities. c. Participate in applied science experiences.					
Tech, Engineering, and Skilled Sciences *(Week 30, 6 Weeks)*	**UT: CTE: General (2016)** UT: UT: All Grades **World of Work** **Strand 8: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Technology and Engineering and Skilled and**	Safety What is the cost of a finger or an eye? Measurement What can happen if you are off only 1/2 inch when you are measuring? Engineering Which items in this classroom were designed by engineers?	Technology and Engineering Education is committed to preparing students for employment and/or continuing education opportunities by teaching them to understand, design,	Safety 1. Students will be able to use tools, equipment, and the facility safely. 2. Students will be able to understand how self knowledge/self efficacy (interest, abilities, and strengths) relates to career interests and selecting and achieving goals.	Safety • PPE: Personal Protective Equipment • MSDS: Material Safety Data Sheet • Equipment names and safety guidelines specific to the lab or shop	[Technology, Engineering, Skilled and Technical Sciences.docx](Technology,%20Engineering,%20Skilled%20and%20Technical%20Sciences.docx)

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Technical Education. Standard 1: Explore the careers, education, and training related to skilled and technical sciences education. a. Use tools, equipment and facility safely. b. Demonstrate the ability to use measuring tools to measure accurately to 1/16" and to 1 mm. c. Define engineering and understand a basic engineering design process. d. Use and apply learned knowledge through multi-day project based learning experiences. **Standard 2: Explore the careers, education, and training related to technology and of how technology relates to society.**	<u>The Nature of Technology in Society</u> What is the most important invention of all time? <u>Manufacturing and Production Technologies</u> What is a drill press made from? <u>Construction Technologies</u> What type of career plans and builds a road? What does the term infrastructure mean?	produce, use, and manage the human-made world in order to contribute and function in a technological society.	3. Students will be able to identify career and post secondary education options through investigation of High School to College and Career Pathways. 4. Students will be able to consider and explore non-traditional career opportunities. 5. Students will be able to understand the relationship of cross cutting concepts/integration/ cross disciplinary concepts. <u>Measurement</u> 1. Students will be able to demonstrate the ability to use measuring tools to measure accurately to 1/16" and 1mm. 2. Students will be able to participate in experiential activities related to career expectations. 3. Students will be able to understand the relationship of cross cutting concepts/integration/	<u>Measurement</u> • Inches: a small amount, distance, or degree. • Standard English Measuring System: a measuring system based on inches and feet • Metric Measuring System: a decimal system of weights and measures based on the meter and the kilogram <u>Engineering and teh Design Process</u> • Design: to plan and make something for a specific use or purpose. • Design Process: the process used to design something. • Sketch: a quick, rough drawing that shows the main features	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	a. Explore the characteristics and scope of technology in society. b. Explore the core concepts of technology in society. c. Explore the relationships among technologies and the connections between technologies and other fields. d. Explore the cultural, social, economic, and political effects of technology in society. e. Explore the role of society in the development of technology. f. Explore the influence of technology on history. g. Use and apply learned knowledge through multi-day project based learning experiences.		cross disciplinary concepts. Engineering and the Design Process 1. Students will be able to define engineering and understand a basic engineering design process. 2. Students will become acquainted with a wide range of occupational areas (pathways), CTE Pathways, and trends in career opportunities including emerging careers. 3. Students will become acquainted with entry to expert career pathways for entry to expert career readiness. 4. Students will be able to understand information about the world of work that will assist individuals in making long-range education and career plans. 5. Students will be able to participate in experiential activities related to career expectations.		of an object or scene. • Engineering: the work of designing and creating large structures (such as roads and bridges) or new products or systems by using scientific methods. • Reverse Engineering: the activity of studying the parts of something to see how it was made and how it works so something like it can be made. The Nature of Technology in Society • Technology: the use of science in industry, engineering, etc., to invent useful things or to solve problems. • Engineering: the work of designing and creating large	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Standard 3: Explore the careers, education, and training related to engineering, manufacturing, construction, communication, energy, and transportation processes and technologies. a. Explain the relationship of manufacturing technology in producing items people want and need. b. Identify the different types of construction (civil, commercial, industrial, residential, etc.). c. Understand how communication technology includes methods people have developed to use technology in sending and receiving messages. d. Understand and explain the relationship			6. Students will be able to consider and explore non-traditional career opportunities. 7. Students will be able to understand the relationship of cross cutting concepts/integration/ cross disciplinary concepts. The Nature of Technology in Society 1. Students will be able to explore the careers, education, and training related to technology and how technology relates to society. 2. Students will be able to understand education, career exploration, planning for college career readiness, and that current occupational information will assist individuals in making long-range plans. 3. Students will become acquainted with a wide range of occupational areas (pathways), CTE Pathways,and trends in career	structures (such as roads and bridges) or new products or systems by using scientific methods. • Skilled and Technical Sciences: prepares students for employment and/or continuing education opportunities in skilled trades and other technical occupations, as well as promoting quality programs based on recognized industry standards. • Career Pathways: help jump-start your future career, gives unlimited opportunities, helps plan for life after graduation, and will save time and money. • Certificates and Degrees: 1,2,4,	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	between energy, power, and the ability to do work, and identify their sources (e.g., solar, fossil fuels, hydro, geothermal, wind, etc.). e. Explain transportation technology and identify types of transportation systems (e.g., land, air and space, marine, pipeline, and conveyor). f. Use and apply learned knowledge through multi-day project based learning experiences.			opportunities including emerging careers. 4. Students will be able to expand career awareness through participation in Work-Based Learning experiences. 5. Students will be able to participate in experiential activities related to career expectations. 6. Students will be able to identify career and post secondary education options through investigation of High School to College and Career Pathways. 7. Students will be able to consider and explore non-traditional career opportunities. Manufacturing and Production Technologies 1. Students will be able to utilize manufacturing and production technologies through lesson applications. 2. Students will be able to understand how self knowledge/self efficacy (interest,	or more years of college. Manufacturing and Production Technologies • Manufacturing: the process of making products expecially with machines in factories. • Raw Materials: the basic material that can be used to make or create something • Primary Processing: most important actions that produce something or that lead to a particular result • Secondary Processing: not as important or valuable as something else • Renewable Resources: something that a country has and can use to increase its wealth and its use can be	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments

				abilities, and strengths) relates to career interests and selecting and achieving goals.
				3. Students will become acquainted with a wide range of occupational areas (pathways), CTE Pathways, and trends in career opportunities including emerging careers.
				4. Students will be able to understand information about the world of work that will assist individuals in making long-range education and career plans.
				5. Students will be able to understand the importance of making a career choice and consider career options.
				6. Students will be able to consider and explore non-traditional career opportunities.
				7. Students will be able to understand the relationship of cross cutting concepts/integration/ cross disciplinary concepts.
					extended for another period of time.
					• Nonrenewable Resources: a resource that cannot be used for an extended period of time.
					• Types of Manufacturing;
					  o Custom: providing a product that is made specifically for its consumer.
					  o Intermittent: starting, stopping, and starting again: not constant or steady.
					  o Continuous: continuing without stopping:	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
				Construction Technologies 1. Students will be able to identify the different types of construction: civil, commercial, industrial, residential, etc. 2. Students will be able to understand how self-knowledge/self-efficacy (interest, abilities, and strengths) relates to career interests and selecting and achieving goals. 3. Students will become acquainted with a wide range of occupational areas (pathways), CTE Pathways, and trends in career opportunities including emerging careers. 4. Students will be able to understand information about the world of work that will assist individuals in making long-range education and career plans. 5. Students will be able to understand the importance of making a career choice and consider career options.	happening or extisting without a break or interruption. ○ Flexible: capable of bending or being bent. ○ Just-In-Time: a strategey wherein parts are produced or delivered only as needed. Communication Technologies • 3D printing: printing a 3 dimensional object, having length, width, and depth	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
				6. Students will be able to participate in experiential activities related to career expectations. 7. Students will be able to consider and explore non-traditional career opportunities. 8. Students will be able to understand the relationship of cross cutting concepts/integration/ cross disciplinary concepts. Communication Technologies 1. Students will be able to demonstrate how communication technologies have been developed to send and receive messages. 2. Students will be able to understand how self-knowledge/self-efficacy (interest, abilities, and strengths) relates to career interests and selecting and achieving goals. 3. Students will become acquainted with a wide range of occupational areas	• Input: something such as power or energy that is put into a machine or system • Message: underlying theme or idea • Output: the place at which information, power, etc., comes out of a mchine or system • Feedback: something sucha s information or electricity that is returned to a machine, system, or process • Logo: a symbol that is used to identify a company and that appears on its products • Drawing: a picture, image, etc., that is made by making lines on a surface witha pencil, pen, marker, chalk,	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
				(pathways), CTE Pathways, and trends in career opportunities including emerging careers. 4. Students will be able to understand the importance of making a career choice and consider career options. 5. Students will be able to participate in experiential activities related to career expectations. 6. Students will be able to consider and explore non-traditional career opportunities. 7. Students will be able to understand the relationship of cross cutting concepts/integration/ cross disciplinary concepts. Energy, Power, and Work 1. Students will be able to understand and explain the sources of and relationship between energy, power, and work. 2. Students will become acquainted with a wide range of	etc., but usually not with paint. • Sketching: a quick, rough drawing that shows the main features of an object or scene • Isometric: of, relating to, or characterized by equality or measure; especially: realting to or being a crystallographic system characterized by three equal axes at right angles. • Perspective: an optical glass (as a telescope) • Orthographic: of, relating to, being, or prepared by orthographic projection. • 3D design: having or seeming to have length, width, and depth • Computer Aided Design (CAD): is a software that is	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
				occupational areas (pathways), CTE Pathways, and trends in career opportunities including emerging careers. 3. Students will be able to understand information about the world of work that will assist individuals in making long-range education and career plans. 4. Students will be able to understand the importance of making a career choice and consider career options. 5. Students will be able to consider and explore non-traditional career opportunities. 6. Students will be able to understand the relationship of cross cutting concepts/integration/ cross disciplinary concepts. Transportation Technologies 1. Students will be able to explain transportation technologies and identify types of	often used by architects, mechanics, inventors, engineers, and designers ● Social media: forms of electronic communication (such as Web sites) through which people create online communities to share information, ideas, personal messages, etc. ● Applications (apps): a computer program that perfoms a special function Energy, Power, and Work ● Energy: usable power that comes from heat, electricity, etc. ● Power: a source or means of supplying energy; especially electricity	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
				transportation systems, e.g., land, air and space, marine, pipeline, and conveyor. 2. Students will be able to understand how self-knowledge/self-efficacy (interest, abilities, and strengths) relates to career interests and selecting and achieving goals. 3. Students will be able to understand education, career exploration, planning for college career readiness, current occupational information will assist individuals in making long-range plans. 4. Students will become acquainted with a wide range of occupational areas (pathways), CTE Pathways, and trends in career opportunities including emerging careers. 5. Students will become acquainted with entry to expert career pathways for entry to expert career readiness.	• Work: energy expended by natural phenomena • Simple Machines: any of various elementary mechanisms formerly considered as the elements of which all machines are composed and including the lever, the wheel and axle, the pulley, the inclined plane, the wedge, and th screw.	

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
				6. Students will be able to understand information about the world of work that will assist individuals in making long-range education and career plans. 7. Students will be able to understand the importance of making a career choice and consider career options. 8. Students will participate in experiential activities related to career expectations. 9. Students will be able to identify career and post-secondary education options through investigation of High School to College and Career Pathways. 10. Students will be able to consider and explore non-traditional career opportunities. 11. Students will be able to understand the relationship of cross cutting concepts/integration/ cross disciplinary concepts.		

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
Career Development Apps Lessons 13-16 *(Week 36, 1 Week)*	**UT: CTE: General (2016)** <u>**UT: UT: All Grades**</u> **World of Work** **Strand 1: Students will be knowledgeable about the importance of career options and career planning; self-knowledge/self-efficacy (interest, aptitude, ability); current and emerging occupational information; and the preparatory steps for college and career readiness.** **Standard 1: Identify and practice the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span; including recognizing that completion of high school with essential academic and**					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	CTE coursework provides a wide range of substantial post-secondary and career options. a. Identify personal abilities, skills, interests, values, and motivations in terms of future goals. b. Understand the relationship of responsibility, dependability, integrity, and work ethic in order to be successful in the workplace. c. Apply time management and task management skills. d. Apply knowledge of the learning pyramid to positively influence school performance. e. Work independently as well as cooperatively with other students. f. Identify a broad range of interests					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	and abilities, connecting to school in positive ways.					
	g. Understand the importance of balancing family life, school, homework, extracurricular activities, and leisure time.					
	h. Use problem-solving and decision-making skills to assess progress toward educational goals.					
	i. Understand the relationship between classroom performance, success in school and success in life.					
	j. Identify next step planning options consistent with interests, achievement, aptitudes, and abilities.					
	k. Identify recommended course sequencing and pathway opportunities					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	based on career interests. **Standard 2: Learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.** a. Understand that the changing nature of work requires adaptability, lifelong learning, and acquiring new skills. b. Understand opportunities for traditional and nontraditional career choices. c. Locate career information through UtahFutures. Understand the relationship between work, societal needs, and a global economy. d. Understand employability skills. Determine					

Unit	CTE Standards and Objectives	Essential Questions Content	Skills	Vocabulary	Formative & Summative Assessments
	values that affect life/career planning in terms of family, community involvement, work, and leisure. e. Participate in a variety of Work-Based Learning experiences that connect academic preparation with hands-on career development Revised January 2016 Page 2 of 10 College and Career Awareness experiences, e.g., guest speakers, field studies, job shadows, and career fairs. **Standard 3: Assess and apply interests, personal skills, aptitudes and abilities to education planning and future career decisions.** a. Understand the relationship between education, training, and the				

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	occupational choice.					
	b. Complete and utilize career assessments.					
	c. Explore job-seeking skills such as writing a resume, completing a job application, and interviewing.					
	d. Understand how life roles, personal beliefs, and attitudes affect career decision-making.					
	e. Develop a written CCR Plan including establishing academic goals and outlining short-term steps to achieve future life/career goals.					
	f. Identify post-secondary options to support interests, achievement, aptitude, and abilities, recognizing the potential in occupations as being open for choice					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	without restrictions based on sex, race, ethnic heritage, age creed, or disability.					
	Strand 2: Improve development in core subject content that is necessary for college and career readiness; explore relevant education, training, and career opportunities essential for success. **Standard 1: Students will explore education and training in Science, Technology, Engineering, and Math (STEM) career pathway opportunities.**					
	a. Investigate STEM careers available in Utah.					
	b. Identify eight STEM careers along with training and education necessary to enter the workforce.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	c. Participate in the STEM problem-solving process on a real-world problem.					
	Standard 2: Students will explore education and training in nontraditional career pathway opportunities.					
	a. Investigate nontraditional careers that are in high demand in Utah.					
	b. Identify eight nontraditional careers along with training and education necessary to enter the workforce.					
	Standard 3: Students will develop an understanding of 21st century skills for college and career readiness.					
	a. Understand the role of critical thinking, analysis, and problem solving strategies as 21st century					

Unit	CTE Standards and Objectives	Essential Questions Content	Skills	Vocabulary	Formative & Summative Assessments
	employability skills. b. Increase communication and teamwork skills. c. Increase proficiency in the use of technology. d. Identify the importance of time management skills and study habits. **Standard 4: Students will apply academic knowledge in college and career pathways.** a. Participate in hands-on math applications. b. Participate in technical reading and technical writing activities. c. Participate in applied science experiences.				
Project Based Learning 3	**UT: CTE: General (2016)** **UT: UT: All Grades** **World of Work**				

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
(Week 37, 1 Week)	**Strand 3: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Agriculture, food, fiber, and natural resources. Standard 1: Explore the careers, education, and training related to agricultural systems technology, food production and processing systems.** a. Identify 10 careers in the agricultural systems technology, food production and processing systems. b. Identify the skills and education required to work in agricultural systems technology, food production and processing systems careers.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	c. Describe the variety of work environments in agricultural systems technology, food production and processing systems careers.					
	d. Recognize the sources of food, clothing, and shelter, and the processes that are used to deliver them to the consumer.					
	e. Identify and demonstrate the uses of Global Positioning Systems (GPS) and other satellite technologies in agriculture.					
	f. Evaluate facts and opinions about food technologies to enhance food safety and food availability.					
	g. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	careers, education, and training related to plant and animal systems.					
	a. Identify 10 careers in plant and animal systems.					
	b. Identify the skills and education required to work in plant and animal systems careers.					
	c. Describe the variety of work environments in plant and animal systems.					
	d. Explain how supply and demand of agricultural products affect the marketplace and price (e.g., the supply, demand, and price of major grains such as wheat, corn, and soybeans).					
	e. Explore biotechnology and its uses in agriculture.					
	f. Use and apply learned knowledge through multi-day					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to natural resource systems.					
	a. Identify 10 careers in natural resource systems.					
	b. Identify the skills and education required to work in natural resource systems careers.					
	c. Describe the variety of work environments in natural resource systems.					
	d. Explain the dependence and interaction between people and natural resources (e.g., rangeland, wildlife, wilderness, soil, water, and air).					
	e. Use and apply learned knowledge through multi-day project based					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	learning experiences. **Strand 4: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Business and Marketing. Standard 1: Explore the careers, education, and training related to accounting and finance, HR management, and hospitality and travel.** a. Identify and understand the importance of basic business employability skills. b. Understand the human resources aspects of business by completing the job application process, including resumes, online applications, etc. c. Understand how personal					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	marketing can affect job outlooks.					
	d. Understand how to perform basic cashiering functions (e.g... customer communication, problem solving, collecting money, counting change).					
	e. Understand basic personal money management, including sales tax and payroll deductions.					
	f. Understand economics and how it relates to the success of a business.					
	g. Explore how financial choices impact outcomes.					
	h. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to marketing and					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	entrepreneurship and management. a. Understand how price, product, promotion, and place affect the success of a business. b. Understand how advertising and promotion used in social media and digital media drive profit. c. Use global examples of how goods, services, and ideas are marketed and distributed. d. Using career exploration in business, marketing, and related areas, develop a small business that is role-played in the classroom with successful operations. e. Explore related CTE Career Pathways. f. Use and apply learned knowledge through multi-day project based					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	learning experiences.					
	Standard 3: Explore the careers, education, and training related to administrative support.					
	a. Use word processing, spreadsheets, desktop publishing, and presentation software to perform basic tasks independently and collaboratively in a business setting.					
	b. Understand how the Internet works and define Internet vocabulary, including terms such as URL, browser, search engine, etc.					
	c. Understand proper etiquette and ethics when using the Internet and social media/digital marketing online applications.					
	d. Use a browser to explore careers					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	in business, marketing, and related areas.					
	e. Use and apply learned knowledge through multi-day project based learning experiences.					
	Strand 5: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Family and Consumer Sciences. Standard 1: Explore the careers, education, and training related to family and human services and early childhood education.					
	a. Examine the impact of career choices on family lifestyles and family economics.					
	b. Explore the development of acceptable interpersonal skills					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	in the family and workplace.					
	c. Identify the steps of problem-solving and demonstrate critical thinking.					
	d. Identify the qualities required in a positive child care environment.					
	e. Identify and use developmentally appropriate practices for young children.					
	f. Explore related entrepreneur opportunities.					
	g. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to textile design, fabrication, and entrepreneurship.					
	a. Understand necessary skills related to clothing care/selection,					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	construction, and textile fabrication.					
	b. Explore and use textile technology, including interior design.					
	c. Explore related entrepreneur opportunities.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to food science, nutrition, and culinary arts.					
	a. Demonstrate basic food safety and sanitation.					
	b. Understand and use basic culinary practices (i.e. measuring, reading a recipe, and converting recipes).					
	c. Interpret nutritional information as part of a healthy diet.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	d. Explore related entrepreneur opportunities.					
	e. Use and apply learned knowledge through multi-day project based learning experiences.					
	Strand 6: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Health Science. Standard 1: Explore the careers, education, and training related to biotech research and development.					
	a. Complete a healthcare career study.					
	b. Compare and contrast workplace etiquette and ethics related to healthcare.					
	c. Distinguish effective verbal and nonverbal communication					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	and explain the differences.					
	Standard 2: Explore the careers, education, and training related to diagnostics and health informatics.					
	a. Explore what it takes to make a Healthcare system work (e.g., hospital as a mini- city.)					
	b. Identify how disease is transmitted and how to prevent the spread of disease.					
	c. Understand and define the terms: vital signs, blood pressure, pulse, temperature, and breathing rate.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	therapeutic services.					
	a. Explore the Research and Development Pathway: Biotechnology					
	b. Explore the Diagnostic Pathway: Clinical Laboratory and Medical Forensics					
	c. Explore the Health Informatics Pathway: Medical Office Administrative Assistant					
	d. Explore the Therapeutic Services Pathways: Dental 1. E Emergency Medical Technician (EMT) 2. Nursing 3. Pharmacy 4. Surgical Technician 5. Therapeutic Rehabilitation/Exercise					
	e. Use and apply learned knowledge through multi-day project based learning experiences.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	Strand 7: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Digital Media, Computer Science and Information Technology. Standard 1: Explore the careers, education, and training related to networking and information technology support. a. Explore digital media and rich media as a communication media for projects and on the web. b. Introduce creative thinking, problem solving, project planning, and design. c. Explore rich media creation and manipulation— photos, graphics, sound, video, animation, user					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	experience (UX), etc.					
	d. Explore the creation of 3D objects.					
	e. Introduce concepts of file and folder management of assets.					
	f. Develop project(s) using rich media, such as a game, HTML5app, a website, an online video, or other rich media projects.					
	g. Explore careers in digital media, information technology, web development, networking, and related areas.					
	h. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to digital design.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	a. Recognize that software development affects all facets of society.					
	b. Introduce the computer science concepts of creative thinking, computational thinking, problem solving, collaboration, etc.					
	c. Explore and use the concepts and structures of software development, such as sequence, loops, conditionals, variables, and function structures.					
	d. Plan and develop a project such as a game, app, or other computer software development project.					
	e. Explore the relationship between computer science and software development careers.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	f. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to software development.					
	a. Recognize the use of information technology systems in all facets of society.					
	b. Introduce the concepts of hardware, operation systems, and application software.					
	c. Explore networks (wired, wireless, cellular, etc.).					
	d. Utilize online database services: database search, language translation, etc.					
	e. Utilize online data collection and applications: Google Forms, OneDrive Forms,					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	ArcGIS online, Google Maps, etc. f. Develop a project that includes the use of computer hardware, networks, online services, and/or data collection. g. Use and apply learned knowledge through multi-day project based learning experiences. **Strand 8: Students will explore skills, knowledge and concepts related to CTE College and Career Pathways in Technology and Engineering and Skilled and Technical Education. Standard 1: Explore the careers, education, and training related to skilled and technical sciences education.**					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	a. Use tools, equipment and facility safely.					
	b. Demonstrate the ability to use measuring tools to measure accurately to 1/16" and to 1 mm.					
	c. Define engineering and understand a basic engineering design process.					
	d. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 2: Explore the careers, education, and training related to technology and of how technology relates to society.					
	a. Explore the characteristics and scope of technology in society.					
	b. Explore the core concepts of technology in society.					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	c. Explore the relationships among technologies and the connections between technologies and other fields.					
	d. Explore the cultural, social, economic, and political effects of technology in society.					
	e. Explore the role of society in the development of technology.					
	f. Explore the influence of technology on history.					
	g. Use and apply learned knowledge through multi-day project based learning experiences.					
	Standard 3: Explore the careers, education, and training related to engineering, manufacturing, construction, communication, energy, and transportation					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	processes and technologies.					
	a. Explain the relationship of manufacturing technology in producing items people want and need.					
	b. Identify the different types of construction (civil, commercial, industrial, residential, etc.).					
	c. Understand how communication technology includes methods people have developed to use technology in sending and receiving messages.					
	d. Understand and explain the relationship between energy, power, and the ability to do work, and identify their sources (e.g., solar, fossil fuels, hydro, geothermal, wind, etc.).					
	e. Explain transportation technology and					

Unit	CTE Standards and Objectives	Essential Questions	Content	Skills	Vocabulary	Formative & Summative Assessments
	identify types of transportation systems (e.g., land, air and space, marine, pipeline, and conveyor). f. Use and apply learned knowledge through multi-day project based learning experiences.					
Wrap-Up *(Week 38, 1 Week)*						