Montana State Standards – CTE

Each student will...

CTE.9-12.1.1   act as a responsible and contributing citizen and employee

CTE.9-12.1.2   apply appropriate academic and technical skills

CTE.9-12.1.3   attend to personal health and financial well-being

CTE.9-12.1.4   communicate clearly, effectively, and with reason

CTE.9-12.1.8   utilize critical thinking to make sense of problems and persevere in solving them

CTE.9-12.1.9   model integrity, ethical leadership, and effective management

CTE.9-12.1.10 plan education and career paths aligned to personal goals

CTE.9-12.1.12 work productively in teams while using cultural/global competence by collaborating to address geographic, economic, cultural, or political issues considering multiple perspectives.

Unit 1: How do I communicate effectively?

Unit Length: Approximately 4 weeks

Learning Target	Success Criteria
Communication B – Verbal Communication Students will develop and demonstrate clear and concise verbal communication skills, adapting their message to diverse audiences. *CTE.9-12.1.2* *CTE.9-12.1.4* *CTE.9-12.1.12*	**1 – Clarity and Adaptation** ☐ Communicate ideas clearly and concisely, adapting the message to diverse audiences ☐ Modify communication style for different settings and demographics. **2 – Active Listening and Non-verbal Skills** ☐ Practice active listening, responding appropriately to verbal cues. ☐ Use effective non-verbal cues to complement verbal messages **7 – Reflection and Goal Setting** ☐ Maintain a reflective journal to document experiences and challenges ☐ Set goals for improvement and track progress over time
Communication C – Nonverbal Communication Students will recognize and utilize nonverbal cues effectively, enhancing the clarity and impact of their communication. *CTE.9-12.1.2* *CTE.9-12.1.4* *CTE.9-12.1.12*	**1 – Recognition of Nonverbal Cues** ☐ Identify and categorize various nonverbal cues such as body language facial expressions, and gestures. ☐ Demonstrate an understanding of how nonverbal cues contribute to communication. **2 – Adaptive Use of Nonverbal Cues** ☐ Recognize the context-appropriate use of nonverbal cues in different communication settings. ☐ Modify nonverbal communication to enhance clarity based on the audience and situation. **3 – Consistency with Verbal Messages** ☐ Ensure alignment between verbal and nonverbal messages to avoid confusion ☐ Demonstrate the ability to reinforce verbal communication through appropriate nonverbal cues
Communication D – Effective Written Communication Students will master the skill of communicating ideas clearly and professionally in writing, suitable for various workplace conditions. *CTE.9-12.1.2* *CTE.9-12.1.4* *CTE.9-12.1.12*	**1 – Clarity and Conciseness** ☐ Communicate ideas clearly and concisely in written form ☐ Avoid unnecessary complexity and ensure the message is easily understood
Communication E – Active Listening Students will cultivate active listening skills, demonstrating the ability to understand, interpret, and respond appropriately to verbal and nonverbal cues. *CTE.9-12.1.4* *CTE.9-12.1.12*	**1 – Verbal and Nonverbal Cue Recognition** ☐ Identify and differentiate between various verbal and nonverbal cues during communication. ☐ Demonstrate an understanding of the importance of both verbal and nonverbal elements in active listening. **2 – Focused Attention** ☐ Maintain focused attention on the speaker without distractions ☐ Avoid Interrupting or formulating responses while the speaker is still talking **3 – Clarifying Questions** ☐ Ask clarifying questions to ensure a thorough understanding of the speaker's message ☐ Seek additional information when needed to enhance comprehension **6 – Nonverbal Affirmation** ☐ Use nonverbal cues, such as nodding and maintaining eye contact, to affirm engagement and understanding ☐ Adjust nonverbal behavior to match the emotional tone of the speaker.
Enthusiasm/Attitude A – Positive Attitude	**1 – Consistent Positivity** ☐ Cultivate and consistently display a positive attitude in diverse workplace situations.

Students will cultivate and consistently demonstrate a positive attitude in various workplace situations, fostering a constructive and collaborative environment. *CTE.9-12.1.8* *CTE.9-12.1.9* *CTE.9-12.1.12*	☐ Actively contribute to fostering a constructive and collaborative environment. **2 – Effective Peer Engagement** ☐ Engage positively with peers and colleagues, promoting open communication and teamwork ☐ Encourage a collaborative atmosphere through supportive interactions.
Enthusiasm/Attitude B – Turning Negative Thinking into Positive Thinking Students will develop strategies to identify and transform negative thinking patterns into positive and solution-oriented perspectives. *CTE.9-12.1.8*	**1 – Identification of Negative Patterns** ☐ Develop awareness and identification skills for negative thinking patterns. ☐ Recognize when negative thoughts may impact attitudes and actions.
Enthusiasm/Attitude C – Growth Mindset Students will adopt and apply a growth mindset, embracing challenges, learning from failures, and persistently seeking opportunities for personal and professional development. *CTE.9-12.1.8*	**1 – Embracing Challenges** ☐ Approach challenges with a positive and growth-oriented mindset ☐ See challenges as opportunities for learning and improvement **2 – Learning from Failures** ☐ View failures as valuable learning experiences ☐ Extract lessons from failures and apply them to future endeavors **3 – Persistence and Resilience** ☐ Demonstrate persistence in the face of obstacles ☐ Cultivate resilience by bouncing back from setbacks with a positive attitude **5 – Feedback as a Tool for Growth** ☐ Welcome constructive feedback as a means for personal and professional growth. ☐ Actively use feedback to refine skills and enhance performance.
Problem Solving/Critical Thinking B – Distinguishing Between Criticism, Praise, Feedback Students will differentiate between criticism, praise, and feedback, and respond appropriately to each, using constructive input to enhance personal and professional growth *CTE.9-12.1.8*	**1 – Differentiation of Criticism and Praise** ☐ Differentiate between criticism and praise in various contexts ☐ Identify the constructive elements in both criticism and praise **2 – Appropriate Responses to Criticism** ☐ Respond appropriately to criticism by remaining open to constructive feedback ☐ Avoid defensive reactions and instead focus on learning opportunities **5 – Active Listening in Feedback Sessions** ☐ Practice active listening during feedback sessions, whether positive or critical ☐ Demonstrate a willingness to understand and learn from others' perspectives

Unit 1: How do I communicate effectively?

Bell Ringers

These can be reflection questions for journals or formative checks. There's flexibility in these.

- Think about how you perceive (think about) yourself and how others perceive you. Do you think both are the same? What are some things you can do to change others' perception of you? *[Enthusiasm/Attitude B]*
- When you walk into work, your boss is talking to another employee and you believe they are talking about you. This makes you uncomfortable and upset. What would you do? Be ready to act it out. *[Problem Solving/Critical Thinking B]*
- Workers should be good listeners and active participants in business-related conversations. In your notebook, write five things a workers should NOT do while talking with a co-worker, supervisor, or customer. *[Communication E]*
- Make 2 columns in your notebook. Put each form of business communication in "verbal" or "nonverbal." Add 2 examples of your own to each column. *[Communication B, C]*
    - eye contact   • conversation   • frown
    - nodding head   • compliment   • question
- It is best to avoid talking about certain personal or controversial topics while at work. In your notebook, write four topics of conversations to try to avoid on the job. *[Communication A, B]*
- Imagine you are introducing yourself to co-workers and supervisors for the first time. In your notebook, write how you would introduce yourself using both verbal and nonverbal communication. *[Communication B, C]*
    - Verbal communication (words):
    - Nonverbal communication (gestures, expressions, etc.)

Lessons

The following are ideas for various lessons that can be integrated into this unit in conjunction with the hands-on work experiences the students will be participating in.

Lessons	Learning Targets / Success Criteria
From "Skills to pay the bills" Curriculum	
1. Flipping the Switch – page 23	1. Communication B1, C2, D2
2. Oh, Puh-leeeeeze! – page 26	2. Communication C1, 2, 3, 4, 6
3. Listen Hear! – page 30	3. Communication B1, 2 and Communication E1, 2, 3
4. Quit Talkin'! I Know What To Do! – page 32	4. Communication D1 and Communication E1, 2, 3
5. A Super Ball and a Raw Egg – page 44	5. Enthusiasm A3 and B7 and C1, 2, 3
6. Text vs Email: Dos it Really Matter? – page 89	6. Networking D1, 2, 3, 4 and A7 and Communication D1, 2, 3, 5
7. Praise, Criticism, or Feedback? – page 99	7. Problem Solving/Critical Thinking B1, 2
8. Perception vs Reality – page 108	8. Problem Solving/Critical Thinking B1, 5, 6 and D all