EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

This document was prepared by:

NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

NEVADA DEPARTMENT OF EDUCATION

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ACKNOWLEDGEMENTS

After substantial reviews and comparisons, the Nevada Department of Education began promoting the twenty-one Workplace Readiness Standards (WRS) used by the Commonwealth of Virginia for high school students. This work culminated in the adoption of the twenty-one Employability Skills for Career Readiness, based entirely on the Virginia WRS, by the Nevada State Board of Education on February 24, 2012.

The adoption of these standards acknowledges the extensive research and development conducted by the Demographics and Workforce Group of the Weldon Cooper Center at the University of Virginia. That research included interviews, surveys and direct input from hundreds of employers. Imbedded in the research in Virginia was essential information culled from national studies, reports and statistics. That information, combined with their in-state research, led to a set of well-defined twenty-one standards that are universal in their scope to prepare students for any career.

The Nevada Department of Education is very appreciative of the openness and camaraderie demonstrated by staff from the Virginia Department of Education, the University of Virginia's Weldon Cooper Center, and the Virginia CTE Resource Center. This sharing of resources, from one state to another, will benefit students in Nevada for years to come.

In addition to many in the education community in Nevada, various companies, associations, bureaus, and economic- and workforce-development authorities have voiced their support for the implementation of the Employability Skills for Career Readiness Standards for CTE students in Nevada. A sample of those entities include: Northern Nevada Development Authority; Economic Development Authority of Western Nevada; NV Energy; Mineral County Economic Development Authority; Business Council of Douglas County; Nevada Hospital Association; Elko County Economic Diversification Authority; and the Nevada Governor's Office of Economic Development.

INTRODUCTION

Employability skills, often referred to as soft skills, have for many years been a recognizable component of standards and curriculum in career and technical education (CTE) programs.

As the Nevada Department of Education undertook the writing of standards in 2001, a Master List of Core Competencies for employability skills was developed. Those competencies were integrated into all technical standards and included nine performance standards and approximately sixty performance indicators. Since the redesign and redevelopment of state standards began in earnest in 2011, a determination was made to establish a new, updated list of employability skill standards that would apply uniformly to all CTE programs versus being customized and incorporated into each and every set of CTE standards.

After considerable review to verify alignment with the employability skill standards currently in the Nevada Administrative Code and alignment with national standards, such as those in the 21st Century Skills, the Department of Education with the support of key stakeholders supports the implementation of the twenty-one Workplace Readiness recommended by the Career and Technical Education Consortium of States (CTECS) and used by the Commonwealth of Virginia. Those standards were validated through extensive research conducted by the Weldon Cooper Center of the University of Virginia and an industry review process involving more than three hundred employers. In Nevada, the Workplace Readiness Standards were presented to focus groups and to the State Career and Technical Education Advisory Council, and endorsed by a significant majority of each.

The twenty-one standards are organized in three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate from high school properly prepared with skills employers prioritize as the most important. The standards provide a means through which students may acquire and exhibit leadership qualities, as leadership development principles are embedded in most, if not all, of the standards. Students are expected to demonstrate proficiency in the Employability Skills for Career Readiness upon completion of a CTE course sequence which, in most cases, is three credits.

To fully prepare for college and careers upon exiting high school, however, students must also be able to read, write, compute and solve problems at levels of proficiency necessary to function in the workplace and in college without the need for remediation. Academic attainment may be demonstrated by successfully fulfilling state requirements and/or by achieving other nationally-recognized credentials as required by employers for a particular career field.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

To further the development of leadership and technical skills, students have opportunities to participate in one or more Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. The six approved CTSOs are: DECA; FBLA (Future Business Leaders of America); FCCLA (Family, Career, and Community Leaders of America); FFA; HOSA (Health Occupations Students of America); and SkillsUSA.

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILIITY SKILLS FOR CAREER READINESS

PERFORMANCE STANDARD 1.1 : DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS

1.1.1	Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand
1.1.2	Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability
1.1.3	Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed
1.1.4	Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace
1.1.5	Demonstrate diversity awareness by working well with all customers and coworkers
1.1.6	Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues
1.1.7	Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative

PERFORMANCE STANDARD 1.2 : DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

1.2.1	Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions
1.2.2	Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
1.2.3	Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
1.2.4	Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health
1.2.5	Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace
1.2.6	Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills
1.2.7	Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion
1.2.8	Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work
1.2.9	Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks
1.2.10	Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service

PERFORMANCE STANDARD 1.3 : DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS	
1.3.1	Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner
1.3.2	Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively
1.3.3	Demonstrate proper Internet use and security by using the Internet appropriately for work
1.3.4	Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications

DEFINITIONS AND INSTRUCTIONAL STRATEGIES FOR EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

PERFORMANCE STANDARD 1.1:   **DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS**

Performance Indicators	Definitions and Instructional Strategies
1.1.1	**Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand** Demonstration may include: • Maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments). • Taking direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation). • Exhibiting motivation to accomplish the task at hand (e.g., remaining on task, working independently, completing the task efficiently, being a self-directed learner). Instructional strategies may include: • Define positive work ethic. • Calculate daily/weekly time sheets. • Identify employee traits desired by employers. • Role-play an employer or employee that exemplifies good work ethic.
1.1.2	**Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability** Demonstration may include: • Identifying and abiding by laws and workplace policies (e.g., using personal and sick leave only when necessary, understanding harassment and discrimination policies). • Respecting the property of the employer and coworkers. • Identifying how one's actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment). • Exhibiting honesty and reliability. Instructional strategies may include: • Define integrity. • Review samples of human resource policies. • Investigate common employer-personnel issues. • Differentiate between honesty and reliability.
1.1.3	**Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed** Demonstration may include: • Contributing to the success of the team (e.g., brainstorming solutions, volunteering, collaborating, compromising, valuing individual contributions, performing in accordance with the assigned role). • Assisting others (e.g., supporting team members and leaders, taking initiative). • Requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from coworkers and supervisors). Instructional strategies may include: • Define teamwork. • Interpret the critical skills exhibited by effective team members. • Compare and contrast the various roles of team members. • Participate in team projects to practice communication skills.

1.1.4	**Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace** Demonstration may include: • Dressing appropriately (i.e., adhering to professional rather than personal standards, following dress code). • Maintaining personal hygiene. • Using language and manners suitable for the workplace (i.e., adhering to respectful, polite, and professional practices). Instructional strategies may include: • Research the values of dressing appropriately for a variety of settings including school and business. • Compare and contrast workplace dress versus personal dress. • Analyze different body languages to understand the messages they send. • Practice professional business etiquette and communications.
1.1.5	**Demonstrate diversity awareness by working well with all customers and coworkers** Demonstration may include: • Working in a respectful and friendly manner with all customers and coworkers (i.e., treating all with the same degree of professional respect), regardless of national origin, race, appearance, religion, gender, disability, or age. • Respecting cultural differences encountered in the workplace. Instructional strategies may include: • Define diversity. • Summarize the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990. • Explain the importance of cultural awareness in the global market. • Identify cultural differences that affect communication (e.g., hand gestures, body language, and customs).
1.1.6	**Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues** Demonstration may include: • Demonstration includes negotiating diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues). Instructional strategies may include: • Identify different types of conflicts. • Identify various viewpoints of an issue in order to encourage sensitivity and to resolve conflicts. • Introduce a problem-solving procedure and role-play various conflict scenarios.
1.1.7	**Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative** Demonstration may include: • Contributing new and innovative ideas (e.g., for improving products and procedures). • Displaying initiative readily, independently, and responsibly. • Dealing skillfully and promptly with new situations and obstacles. • Developing operational policies and procedures that use resources in a sustainable manner. Instructional strategies may include: • Define creativity and creative-thinking. • Research great inventors. • Analyze a problem, brainstorm solutions, and identify a solution. • Create a futuristic product.

PERFORMANCE STANDARD 1.2:   DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.2.1	**Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions** Demonstration may include: • Communicating effectively with customers and coworkers (e.g., understanding the role of nonverbal communication, avoiding the use of slang, being pleasant and helpful, and utilizing an appropriate medium for conveying messages with dignity and respect). • Exhibiting public and group speaking skills. • Comprehending details and following directions. • Repeating directions or requests to ensure understanding (i.e., practicing active listening). Instructional strategies may include: • Define effective communication. • Participate in group discussions and oral presentations. • Compare and contrast the speaker's verbal and nonverbal messages. • Practice active listening.
1.2.2	**Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly** Demonstration may include: • Reading and correctly interpreting workplace documents (e.g., instructional manuals, work orders, invoices, memorandums). • Writing clear, correct language, appropriate to audience. Instructional strategies may include: • Utilize instructional manuals to solve a problem. • Interpret and complete work orders, invoices, and other workplace documents. • Create technical reports.
1.2.3	**Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks** Demonstration may include: • Recognizing, analyzing, and solving problems that arise in completing assigned tasks. • Identifying resources that may help solve a specific problem. • Using a logical approach to make decisions and solve problems. Instructional strategies may include: • Define critical-thinking and problem-solving skills. • Analyze a problem and predict a solution. • Utilize a problem-solving procedure to solve a problem.

1.2.4	**Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health** Demonstration may include: • Managing personal health (e.g., setting short-, medium-, and long-term physical-fitness goals; eating non- or minimally-processed foods). • Following safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacturer guidelines). Instructional strategies may include: • Explain importance/impact of personal health as it relates to employment and work. • Create goals to promote healthy behaviors. • Design a chart that illustrates safety guidelines. • Pass a safety test.
1.2.5	**Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace** Demonstration may include: • Identifying "big picture" issues and goals (e.g., the organization's structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community) • Acknowledging the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international). • Explaining one's role in fulfilling the mission of the organization. Instructional strategies may include: • Investigate corporate visions and indentify their importance. • Illustrate the hierarchy of a company. • Define vision and mission statements. • Develop a business concept and its vision and mission statements.
1.2.6	**Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills** Demonstration may include: • Continually acquiring new industry-related knowledge. • Improving professional skills to stay current in the field and to promote personal advancement. • Seeking education and experiences that enhance personal growth. Instructional strategies may include: • Describe the relationship of lifelong learning to financial success. • Develop an educational/career plan. • Create a portfolio.
1.2.7	**Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion** Demonstration may include: • Preparing to apply for a job (e.g., complete personal aptitude and interest inventories, performing a job search, developing a résumé, preparing for an interview). • Identifying steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills, understanding the benefits of mentor relationships). Instructional strategies may include: • Utilize different media sources to perform job searches. • Practice job interview skills. • Develop a résumé. • Complete a job application.

1.2.8	**Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work** Demonstration may include: • Organizing and implementing a productive plan of work (e.g., setting and meeting short-, medium-, and long-term professional goals). • Working efficiently to make the best use of time. • Managing personnel to capitalize on their strengths while respecting their professional desires. • Maintaining equipment to ensure longevity and efficiency. • Using resources in a sustainable manner. Instructional strategies may include: • Develop a plan of work to reach identified goals. • Develop and utilize a time-management plan. • Describe the importance of using natural resources effectively.
1.2.9	**Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks** Demonstration may include: • Using mathematical reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to predict required supplies for a construction job, using computer mathematics to create a programming algorithm). • Making calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes). Instructional strategies may include: • Estimate manufacturing, repair, or food costs. • Prepare a small business budget. • Calculate wage rates, paycheck deductions, and taxes.
1.2.10	**Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service** Demonstration may include: • Addressing the needs of all customers (e.g., proactively engaging customers until they are satisfied). • Providing helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of professional respect, sharing information and knowledge honestly and forthrightly). Instructional strategies may include: • Define good customer service. • Identify the importance of internal and external customer service. • Explain the importance of achieving and maintaining customer satisfaction. • Role-play good customer service.

PERFORMANCE STANDARD 1.3: **DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS**

Performance Indicators	Definitions and Instructional Strategies
1.3.1	**Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner** Demonstration may include: • Demonstration includes selecting and safely using technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively, while considering environmental impacts of such technologies. Instructional strategies may include: • Identify the appropriate tools to accomplish a task. • Describe safety procedures. • Identify local and federal regulations that affect safety and equipment.
1.3.2	**Demonstrate proficiency with information technology by using computers, file management techniques and software/programs effectively** Demonstration may include: • Working with hardware, file-management techniques, and IT software/programs effectively on various operating systems. • Working with equipment and software specific to occupation. • Seeking additional technology to improve work processes and products. Instructional strategies may include: • Identify the appropriate use of various software tools. • Utilize presentation software to communicate ideas to a group. • Utilize word processing software to produce workplace documents. • Utilize spreadsheet software to create meaningful workplace records.
1.3.3	**Demonstrate proper Internet use and security by using the Internet appropriately for work** Demonstration may include: • Using the Internet efficiently and ethically for work. • Identifying the risks of posting personal and work information on the Internet (e.g., on social networking sites, job search sites). • Taking measures to avoid Internet security risks (e.g., viruses, malware). Instructional strategies may include: • Review Internet use policies. • Define and describe risks associated with improper Internet use. • Compare and contrast the risks and benefits of social media sites. • Research laws and regulations associated with Internet content (i.e., copyright laws).
1.3.4	**Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications** Demonstration may include: • Demonstration includes selecting and using telecommunications devices (e.g., portable digital assistants, smart devices, cellular phones), services (e.g., digital subscriber line, cellular network, cable, Internet), and Web-based applications (e.g., Webmail, social networking, online auctions, wikis) appropriate to work assignments. Instructional strategies may include: • Identify the appropriate usage of various devices in the workplace. • Create a timeline of the evolution of telecommunications. • Explain workplace uses of Web-based applications. • Describe the effectiveness and impact of telecommunications resources.

CROSSWALK AND ALIGNMENTS OF
EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS
AND THE COMMON CORE STATE STANDARDS
AND THE NEVADA SCIENCE STANDARDS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Employability Skills for Career Readiness Standards shows links to the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards – Disciplinary Core Ideas Arrangement) and the English Language Arts and Mathematics (based on the Common Core State Standards). The crosswalk identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in Science, English Language Arts, and Mathematics.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Employability Skills for Career Readiness Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning.

ALIGNMENTS (COMMON CAREER TECHNICAL CORE – CAREER READY PRACTICES) *

The alignment of the Employability Skills for Career Readiness Standards shows links to the Common Career Technical Core – Career Ready Practices. The alignment identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study.

* Revised 5/30/2014 – Updated CCTC - CRP Alignment (page 15)

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CROSSWALK OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS
AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0:   DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
1.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
1.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
1.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.1.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Writing Standards** W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.2.3	**English Language Arts: Writing Standards** W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.8	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.2.10	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

1.3.1	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects	
	RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
	RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.3.4	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ALIGNMENT OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Employability Skills for Career Readiness Performance Indicators
1. Make sense of problems and persevere in solving them.	1.1.7 1.2.3, 1.2.8, 1.2.9
2. Reason abstractly and quantitatively.	1.1.7 1.2.3, 1.2.5, 1.2.8, 1.2.9
3. Construct viable arguments and critique the reasoning of others.	1.1.7 1.2.3, 1.2.8
4. Model with mathematics.	1.2.9
5. Use appropriate tools strategically.	1.2.3, 1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
6. Attend to precision.	1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
7. Look for and make use of structure.	1.1.6, 1.1.7 1.2.5, 1.2.9
8. Look for and express regularity in repeated reasoning.	1.2.9

ALIGNMENT OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS AND THE COMMON CAREER TECHNICAL CORE – CAREER READY PRACTICES*

Common Career Technical Core - Career Ready Practices	Performance Indicators
1. Act as a responsible and contributing citizen and employee.	1.1.1, 1.1.2, 1.1.3, 1.1.4 1.1.7; 1.2.3, 1.2.4, 1.2.5 1.2.6, 1.2.8, 1.2.10
2. Apply appropriate academic and technical skills.	1.1.7; 1.2.1, 1.2.2, 1.2.3 1.2.9; 1.3.1, 1.3.2
3. Attend to personal health and financial well-being.	1.1.4; 1.2.4
4. Communicate clearly, effectively and with reason.	1.1.3, 1.1.4, 1.1.5, 1.1.6 1.2.1, 1.2.2, 1.2.10
5. Consider the environmental, social and economic impacts of decisions.	1.1.1, 1.1.5, 1.1.6 1.2.3, 1.2.4, 1.2.5
6. Demonstrate creativity and innovation.	1.1.7; 1.2.3, 1.2.5
7. Employ valid and reliable research strategies.	1.1.7; 1.2.2 1.3.2, 1.3.3
8. Utilize critical thinking to make sense of problems and persevere in solving them.	1.1.3, 1.1.6 1.2.3
9. Model integrity, ethical leadership and effective management.	1.1.1, 1.1.2, 1.1.5, 1.1.6 1.2.5, 1.2.8
10. Plan education and career path aligned to personal goals.	1.2.6, 1.2.7
11. Use technology to enhance productivity.	1.3.1, 1.3.2, 1.3.3, 1.3.4
12. Work productively in teams while using cultural/global competence.	1.1.3, 1.1.5, 1.1.6; 1.2.5

* Updated 5/30/2014