



NEBRASKA STANDARDS FOR  
**career ready practice**



ALIGNMENT





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Produced in collaboration with the  
North Central Comprehensive Center  
and the Standards Team Analysts at McREL.

# Academic Standards Coding

## Nebraska Language Arts Standards (NE ELA)

The Nebraska Language Arts standards are written specifically for each grade level through eighth grade with a band (9-12), labeled with a '12' that covers all high school grades.

### Strands:

- 1 Reading
- 2 Writing
- 3 Speaking/Listening
- 4 Multiple Literacies (essentially, tech integration)

## Common Core State Standards (CCSS)

The Common Core State Standards in ELA are written the same way, however, at high school, there are two grade bands: 9-10 and 11-12.

### English Language Arts

- RL Reading in Literature
- RI Reading in Informational Text
- RH Reading in History
- RST Reading in Science and Technical Subjects
- W Writing
- WHST Writing in history, science, and technical subjects
- S Speaking and Listening

### Mathematics

- MA Mathematics
- MD Measurement and Data
- MP Mathematical Practices
- S Statistics and Probability

## Nebraska Mathematics Content Standards (NE Mathematics)

The NE Mathematics standards are organized with three "levels of specificity":

- **K-12 Comprehensive Standards** – these are broad, general statements that cover key areas in mathematics; Number Sense Standard, Geometric Measurement Standard, Algebraic Standard, and Data Analysis and Probability Standard
- **Grade Level Standards** – these statements are organized by Key Concepts and identify what students should know and be able to do by the end of a specified grade – Nebraska currently has them for each grade K-8, with a 9-12 grade span; they are not course specific
- **Curricular Indicators** – These statement provide more specific information to distinguish expectations between grade levels – they are examples and not meant to be all exhaustive lists\*.

\* Future plans are to have supplementary documents that will list example problems, etc. This piece is not completed at this time.



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# NEBRASKA STANDARDS FOR career ready practice

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## THE CAREER READY INDIVIDUAL...



1. Applies appropriate academic and technical skills



7. Models ethical leadership and effective management



2. Communicates effectively and appropriately



8. Works productively in teams and demonstrates cultural competency



3. Contributes to employer and community success



9. Utilizes technology



4. Makes sense of problems and perseveres in solving them



10. Manages personal career development



5. Uses critical thinking



11. Attends to personal and financial well-being



6. Demonstrates innovation and creativity



*The career ready individual...*

# 1. Applies appropriate academic and technical skills

Academic skills and technical skills complement one another. A career ready individual applies these skills in a strategic manner to accomplish workplace tasks.

## A. Academic Attainment

1. Demonstrates proficiency in the academic core standards (Mathematics, English/ Language Arts, Science, Social Studies).

### **English Language Arts & Mathematics**

- Comment: All academic content in the Nebraska Language Arts and Mathematics Standards and the Common Core State Standards align to this sample performance indicator.

2. Reads and comprehends written material in a variety of forms and levels of complexity.

### **English Language Arts**

- NE.LA.8.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing).
- NE.LA.12.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task).
- CCSS.RH.6–8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
- CCSS.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
- CCSS.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- CCSS.RST.6–8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
- CCSS.RH.11–12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

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- CCSS.RI.11–12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
  - CCSS.RL.11–12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
  - CCSS.RST.11–12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.
3. Completes secondary courses to meet high school graduation requirements.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
  4. Assimilates and applies new learning, knowledge, and skills.

### **English Language Arts**

- NE.LA.8.1.5.b & NE.LA.12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
  - o *Comment: The standards above make explicit reference to applying new knowledge and skills; however, all standards in language arts implicitly require students to apply the language skills they acquire.*

### **Mathematics**

- *Comment: Mathematics topics usually involve assimilating and applying new learning, knowledge, or skills. For example, students apply what they've learned about multiplication and division when they divide fractions by fractions, or apply what they've learned about the properties of integer exponents to understand rational exponents.*

## **B. Technical Skill Attainment**

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

1. Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation.
2. Completes a career and technical education program of study.
3. Passes certification tests to qualify for licensure and or certification in a chosen occupational area.

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## C. Strategic Thinking

1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity.

### **Mathematics**

- MA12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.
  - *Comment: In addition to the formal inductive and deductive reasoning specified in this geometry standard, reasoning is considered an integral part of mathematics, and identified within the standards as a part of learning about number sense, geometric and measurement, algebra, and data analysis.*
- CCSS.MP.2 Reason abstractly and quantitatively.
- CCSS.MP.7 Look for and make use of structure.
- CCSS.MP.8 Look for and express regularity in repeated reasoning.

2. Analyzes elements of a problem situation to develop solutions.

### **English Language Arts**

- NE.LA.8.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing).
- NE.LA.12.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task).
- CCSS.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.

### **Mathematics**

- *Comment: As noted in the Nebraska mathematics standards document, problem solving skills are an integral part of mathematics, used when studying number sense, geometric and measurement, algebra, and data analysis. Connections to real world applications can be made to a large number of the mathematical standards, for example, finding the measures of unfamiliar shapes (8.2.5, 12.2.5), analyzing patterns or trends using algebraic methods (8.3.1, 12.3.2) or data analysis (8.4.1, 8.4.2, 12.4.1), and when students are checking the reasonableness of their answers (8.1.4, 12.1.4).*
- CCSS.MP.1 Make sense of problems and persevere in solving them.
  - *Comment: This Mathematical Practice standard describes how students should approach new types of problems in order to develop solutions.*
- CCSS.MP.2 Reason abstractly and quantitatively.
- CCSS.MP.7 Look for and make use of structure.
- CCSS.MP.8 Look for and express regularity in repeated reasoning.

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3. Uses acquired academic and technical skills to improve a situation or process.

**Mathematics**

- CCSS.MP.4 Model with mathematics.
  - o *Comment: This Mathematical Practice standard includes the application of mathematics to solve problems arising in everyday life, society, and the workplace.*
- CCSS.MP.5 Use appropriate tools strategically.
  - o *Comment: This Mathematical Practice standard includes the use of tools, which could be considered an academic or technical skill.*

4. Seeks to enhance knowledge and skills through ongoing professional development.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]



*The career ready individual...*

## 2. Communicates effectively and appropriately

Expressing ideas, providing instruction, informing others, sharing knowledge, and providing customer service are critical in a career.

### A. Speaking

1. Asks pertinent questions to acquire or confirm information.

#### **English Language Arts**

- NE.LA.8.3.2.b Listen and ask questions concerning the speaker's content, delivery and purpose.
  - NE.LA.8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
  - NE.LA.12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations.
  - CCSS.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - CCSS.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.
2. Demonstrates interpretation of verbal and non-verbal messages in a conversation.  
**English Language Arts**
    - NE.LA.8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated.
    - NE.LA.12.3.2.c Listen to and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated.
    - CCSS.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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- CCSS.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.
3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships.

#### **English Language Arts**

- NE.LA.8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language).
  - NE.LA.8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community.
  - NE.LA.12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).
  - CCSS.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - CCSS.SL.11–12.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
4. Practices active and attentive listening skills.

#### **English Language Arts**

- NE.LA.8.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)
- NE.LA.12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group).
- CCSS.SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- CCSS.SL.11–12.1.d 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.

## **B. Writing**

1. Produces clear and coherent written communication in which the development, organization, and style are appropriate to task, purpose, and audience.

#### **English Language Arts**

- NE.LA.8.2.2.a Write in a variety of genres, considering purpose, and audience.
- NE.LA.12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology.

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- CCSS.W.8.4 & CCSS.W.11–12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in writing standards 1–3.)
2. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports, and technical documents.

### **English Language Arts**

- NE.LA.8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog).
  - NE.LA.12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay).
  - CCSS.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - CCSS.WHST.11–12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - CCSS.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.
    - o *Comment: The CCSS's Appendix A describes the types of informative writing that students engage in: "Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés." (page 23)*
3. Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view.

### **English Language Arts**

- NE.LA.8.2.1.b Generate a draft by:
  - Defining and stating a thesis
  - Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
  - Identifying and using parallelism to present items in a series and items juxtaposed for emphasis.
- NE. LA 12.2.1.b Generate a draft by:
  - Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject
  - Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience
  - Applying standard rules of sentence formation, including parallel structure and subordination.

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- CCSS.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
    - a. *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
    - b. *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*
    - c. *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
    - d. *Establish and maintain a formal style.*
    - e. *Provide a concluding statement or section that follows from and supports the argument presented.*
  - CCSS.WHST.6–8.1 Write arguments focused on discipline-specific content.
    - a. *Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
    - b. *Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.*
    - c. *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
    - d. *Establish and maintain a formal style.*
    - e. *Provide a concluding statement or section that follows from and supports the argument presented.*
  - CCSS.W.11–12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - a. *Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.*
    - b. *Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.*
    - c. *Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
    - d. *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
    - e. *Provide a concluding statement or section that follows from and supports the argument presented.*

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- CCSS.WHST.11–12.1 Write arguments focused on discipline-specific content.
    - a. *Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.*
    - b. *Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.*
    - c. *Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
    - d. *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
    - e. *Provide a concluding statement or section that follows from or supports the argument presented.*

### **Mathematics**

- MA12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.
  - o *Comment: The Grade Level standards organized beneath this standard include the communication of formal inductive and deductive reasoning, including definitions and theorems. This type of communication can be used as a model of constructing a well-reasoned position. In addition, communication about mathematical problems is identified as being a fundamental aspect of mathematics. Students may gain practice for constructing well-reasoned positions while communicating their mathematical problem solving methods and reasoning.*
- CCSS.MP.3 Construct viable arguments and critique the reasoning of others.
  - o *Comment: This Mathematical Practice standard includes the ability to make conjectures and build a logical progression of statements so that students can explore the truth of their conjectures.*

## **C. Presentations**

1. Prepares presentations to provide information for specific purposes and audiences.

### **English Language Arts**

- NE.LA.8.3.1.b & NE.LA.12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations.
- CCSS.SL.8.6 & CCSS.SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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2. Delivers presentations that sustain listeners' attention and interest.

**English Language Arts**

- NE.LA.8.3.1.a & NE.LA.12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting.
- CCSS.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.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.

3. Uses technology appropriately to effectively present information.

**English Language Arts**

- NE.LA.8.3.1.c & NE.LA.12.3.1.c Utilize available media to enhance communication.
- CCSS.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.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.

**Mathematics**

- NE.MA.8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.
  - *Comment: Although this mathematical standard specifies the organization, display, and analysis of quantitative data as opposed to the presentation of general information, it does provide an opportunity for a connection to the career readiness standards.*
- CCSS.MP.5 Use appropriate tools strategically.
- Note: many of the HS math standards explicitly reference use of technology to display graphs or models.

## **D. Professional Etiquette**

1. Uses professional etiquette and observes social protocols when communicating.

**English Language Arts**

- NE.LA.8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language).
- NE.LA.12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).
- CCSS.SL.8.6 & CCSS.SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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2. Practices appropriate use of social media in personal and professional environments.

### **English Language Arts**

- NE.LA.8.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).
- NE.LA.12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog).

3. Uses proper word choice and tone when communicating to superiors, customers/clients, and co-workers.

### **English Language Arts**

- NE.LA.8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language).
- NE.LA.12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).
- CCSS.SL.8.6 & CCSS.SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **E. Customer Service**

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

1. Establishes positive relationship with internal/external customers.
2. Identifies and addresses customer's needs and wants.
3. Recommends appropriate products and services.
4. Uses effective follow-up techniques to assure that the needs of the customer have been met.



*The career ready individual...*

## 3. Contributes to employer and community success

Career ready means more than attending to self-interest. It also means the ability to see the bigger picture of playing a role in the success of the employer and community through personal, civic, and community actions.

### A. Personal Responsibility

1. Takes responsibility for individual and shared group work tasks.

#### **English Language Arts**

- NE.LA.8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
  - NE.LA.12.3.3.a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
  - CCSS.SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - CCSS.SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - CCSS.SL.11–12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - CCSS.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.
2. Models behaviors that demonstrate reliability, dependability, and commitment to the organization.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
  3. Pursues results with personal energy and drive to completion.

#### **Mathematics**

- CCSS.MP.1 Make sense of problems and persevere in solving them.

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## **B. Meets Workplace Expectations**

1. Arrives on time to work, appointments, or meetings adequately prepared and appropriately dressed.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
2. Complies with workplace policies, norms/culture, procedures, and protocols.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
3. Exhibits professional etiquette in all interactions.

### **English Language Arts**

- NE.LA.8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language).
  - NE.LA.12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).
  - CCSS.SL.8.6 & CCSS.SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
4. Understands the importance of health, safety, human resource, and environmental regulations.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

## **C. Civic Responsibility and Service**

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

1. Participates in leadership and teamwork opportunities available through professional organizations and community groups/boards/committees.
2. Engages in local government through attendance, participation, and service.
3. Demonstrates a respect for laws and regulations and those who enforce them.



The career ready individual...

## 4. Makes sense of problems and perseveres in solving them

Recognizing and solving problems is a daily requirement of nearly every American worker and entrepreneur. From small technical issues, to group dynamics, to design of overall systems, opportunities abound for the career ready individual to solve problems in the workplace.

### A. Perceptiveness

1. Accurately defines a problem or issue.

#### **Mathematics**

- MA12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.
  - o *Comment: The Grade Level standards organized beneath this standard require students' application of formal inductive and deductive reasoning, as well as the ability to accurately define problems. The requirements of these standards regarding the analysis of geometric relationships and the proofs of geometric theorems can be used as models for defining a problem or issue. In addition, when students are solving real world problems in mathematics, they are often required to accurately define these problems. For this reason, all standards that require problem solving, such as standards under number sense, algebra, and data analysis, may provide additional opportunities for connection to this career readiness standard.*
- CCSS.MP.1 Make sense of problems and persevere in solving them.
- CCSS.MP.6 Attend to precision.
  - o *Comment: This Mathematical Practice standard includes students' using clear definitions in discussions with others and in their own reasoning.*

2. Recognizes factors, constraints, goals, and relationships in a problem situation.

#### **Mathematics**

- CCSS.MP.1 Make sense of problems and persevere in solving them.

3. Identifies irregularities in processes and environments and seeks to understand their cause.

#### **Mathematics**

- CCSS.MP.1 Make sense of problems and persevere in solving them.
- CCSS.MP. 7 Look for and make use of structure.

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## B. Problem Solving

1. Presents multiple solutions to the problem based on evidence and insights.

### English Language Arts

- NE.LA.8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources).
- NE.LA.12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources).
- CCSS.W.11–12.7 & CCSS.WHST.11–12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### Mathematics

- All Nebraska mathematics standards require the use of problem solving skills, though presenting multiple solutions is not specified.
- CCSS.MP.3 Construct viable arguments and critique the reasoning of others.
  - *Comment: This Mathematical Practice standard requires that student's plausible arguments that take into account the data, but does not require them to provide multiple solutions.*

2. Evaluates solutions and determines the potential value toward solving the problem.

### English Language Arts

- NE.LA.8.4.1.e & NE.LA.12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism, and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism).
- CCSS.RH.11–12.7 & CCSS.RI.11–12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.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.

### Mathematics

- All Nebraska mathematics standards require the use of problem solving skills.
- CCSS.MP.3 Construct viable arguments and critique the reasoning of others.
  - *Comment: This Mathematical Practice standard includes the ability to compare the effectiveness of two plausible arguments.*

3. Employs critical thinking skills independently and in teams to solve problems and make decisions.

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## Mathematics

- MA12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.
  - *Comment: In addition to the formal inductive and deductive reasoning specified in this geometry standard, reasoning is considered to be an integral part of mathematics, and is identified within the standards as a part of learning about number sense, geometric and measurement, algebra, and data analysis.*
- CCSS.MP.2 Reason abstractly and quantitatively.
- CCSS.MP.4 Model with mathematics.
- CCSS.MP.7 Look for and make use of structure.
- CCSS.MP.8 Look for and express regularity in repeated reasoning.

## C. Perseverance/ Work Ethic

1. Establishes and executes plans to completion even when faced with setbacks.

### Mathematics

- CCSS.MP.1 Make sense of problems and persevere in solving them.
2. Requires minimal supervision to successfully complete tasks on schedule.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
3. Prioritizes tasks to ensure progress toward stated objectives.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]



The career ready individual...

## 5. Uses critical thinking

Nearly all careers now require interaction with complex systems of technical components, complex dynamics of people, or both. Many decisions are not simple and straightforward; rather, they require the ability to intelligently reason through and make complex decisions.

### A. Critical Thinking

1. Demonstrates the ability to reason critically and systematically.

#### **English Language Arts**

- Comment: Content in the CCSS and NE language arts standards require critical thinking throughout, but reasoning is not the sole focus of any individual standard. Rather, students apply critical thinking to communication skills, such as reading, writing, speaking, and listening.

#### **Mathematics**

- MA12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.
  - *Comment: In addition to the formal inductive and deductive reasoning specified in this geometry standard, reasoning is considered an integral part of mathematics and identified within the standards as part of learning about number sense, geometric and measurement, algebra, and data analysis.*
- CCSS.MP.2 Reason abstractly and quantitatively.
- CCSS.MP.4 Model with mathematics.
- CCSS.MP.7 Look for and make use of structure.
- CCSS.MP.8 Look for and express regularity in repeated reasoning.

2. Uses reason and logic to evaluate situations from multiple perspectives.

#### **English Language Arts**

- NE.LA.8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community.
- NE.LA.8.4.1.d & NE.LA.12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
- NE.LA.12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).
- CCSS.RH.11–12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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### **Mathematics**

- MA12.2.1 Characteristics: Students will analyze characteristics, properties, and relationships among geometric shapes and objects.
    - *Comment: In addition to the formal inductive and deductive reasoning specified in this geometry standard, reasoning is considered to be an integral part of mathematics and identified within the standards as part of learning about number sense, geometric and measurement, algebra, and data analysis.*
  - CCSS.MP.2 Reason abstractly and quantitatively.
  - CCSS.MP.4 Model with mathematics.
3. Critiques possible solutions using valid research, historical context, and balanced judgment.

### **English Language Arts**

- NE.LA.8.1.6.a & NE.LA.12.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources.
- NE.LA.8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences.
- NE.LA.12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres.
- CCSS.RH.6–8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.RH.11–12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.RST.6–8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- CCSS.RST.11–12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

### **Mathematics**

- CCSS.MP.3 Construct viable arguments and critique the reasoning of others.
4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.

### **English Language Arts**

- NE.LA.8.2.1.d & NE.LA.12.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing.
- CCSS.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- *Comment: Language arts standards describe the use of adult guidance and peer feedback during the writing process.*

### **Mathematics**

- CCSS.MP.8 Look for and express regularity in repeated reasoning

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## B. Decision Making

1. Conducts research, gathers input, and analyzes information necessary for decision-making.

### **English Language Arts**

- NE.LA.8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers.
- NE.LA.12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers.
- NE.LA.8.4.1.a & NE.LA.12.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources).
- CCSS.W.8.8 & CCSS.WHST.6–8.7 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.W.11–12.8 & CCSS.WHST.11–12.7 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.

### **Mathematics**

- NE.MA.8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.
  - NE.MA.12.4.1 Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.
  - CCSS.MP.4 Model with mathematics.
    - *Comment: This Mathematical Practice standard includes the ability to use mathematical tools to solve problems arising in everyday life, society, and the workplace. In addition, many of the CCSS HS math standards explicitly reference analyzing data by displaying results using graphs or models.*
2. Develops and prioritizes possible solutions with supporting rationale.

### **English Language Arts**

- CCSS.W.11–12.7 & CCSS.WHST.11–12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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## Mathematics

- NE.MA.8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.
  - NE.MA.12.4.1 Display and Analysis: Students will formulate a question and design a survey or an experiment in which data is collected and displayed in a variety of formats, then select and use appropriate statistical methods to analyze the data.
  - CCSS.MP.3 Construct viable arguments and critique the reasoning of others.
    - *Comment: This Mathematical Practice standard includes the ability justify conclusions.*
  - CCSS.MP.4 Model with mathematics
    - *Comment: This Mathematical Practice standard includes the ability to use mathematical tools to solve problems arising in everyday life, society, and the workplace.*
3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

## C. Adaptability

1. Demonstrates a willingness to learn new knowledge and skills.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
2. Considers multiple and diverse points of view.

### English Language Arts

- NE.LA.8.1.6.i & NE.LA.12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective.
- NE.LA.8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community.
- NE.LA.12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).
- NE.LA.8.4.1.d & NE.LA.12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
- CCSS.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CCSS.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- CCSS.RST.6–8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- CCSS.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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- CCSS.RH.11–12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
  - CCSS.RH.11–12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
  - CCSS.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.
  - CCSS.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.
3. Manages multiple tasks and priorities.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
  4. Exhibits the ability to focus, prioritize, organize, and handle ambiguity.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]



*The career ready individual...*

## 6. Demonstrates innovation and creativity

The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas.

### A. Creativity

1. Uses information, knowledge, and experience to generate original ideas and challenge assumptions.

#### **English Language Arts**

- CCSS.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- CCSS.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.

2. Initiates brainstorming to generate ideas to solve problems or maximize opportunities.

#### **English Language Arts**

- NE.LA.8.4.1.f & NE.LA.12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations).

3. Appreciates new and creative ideas of others.

#### **English Language Arts**

- CCSS.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

4. Knows when to curb the creative process and begin implementation.

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

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## **B. Innovation**

1. Searches for new ways to improve the efficiency of existing processes.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
2. Determines the feasibility of improvements for ideas and concepts.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
3. Accepts and incorporates constructive criticism into proposals for innovation.

### ***English Language Arts***

- NE. LA.8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing.
  - CCSS.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
4. Takes informed risks to introduce innovation while understanding the limits of authority.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]



*The career ready individual...*

## **7. Models ethical leadership and effective management**

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The ability to influence others relies on leadership. Today's workplace provides greater transparency and accountability where the ability to ethically lead and manage is essential.

[Content not addressed in NE ELA, NE Mathematics, or the CCSS.]



*The career ready individual...*

## 8. Works productively in teams and demonstrates cultural competency

Teams of individuals with diverse cultural backgrounds have become the new norm of operation in the American workplace. The career ready individual is prepared to collaborate with colleagues representing various backgrounds.

### A. Teamwork

1. Builds consensus within a team to accomplish results.

#### **English Language Arts**

- CCSS.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - CCSS.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - CCSS.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.
  - CCSS.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.
2. Contributes to team-oriented projects and assignments.  
**English Language Arts**
    - NE.LA.8.3.3.b & NE.LA.12.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
  3. Engages team members and utilizes individual talents and skills.

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## B. Conflict Resolution

1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions.

### **English Language Arts**

- CCSS.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.
2. Disagrees with a team member without causing personal offense.
- ### **English Language Arts**
- NE.LA.8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community.
  - NE.LA.12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).
  - CCSS.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

## C. Social and Cultural Competence

1. Gives and earns respect by interacting positively with people of different backgrounds, experiences, and beliefs.

### **English Language Arts**

- NE.LA.8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community.
- NE.LA.12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).

2. Stays aware of current local, national, and global news and issues.

### **English Language Arts**

- NE.LA.8.1.6.i & NE.LA.12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective.
3. Uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.

### **English Language Arts**

- NE.LA.8.4.1.d & NE.LA.12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
- CCSS.SL.8.6 & CCSS.SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



*The career ready individual...*

## 9. Utilizes technology

The career ready individual has an understanding of how to use technology and apply it successfully in the workplace. Advances in technology require individuals to quickly learn and use many tools and applications.

### A. Data Gathering, Access and Management

1. Uses various methods to search for valid, relevant data to complete workplace tasks.

#### **English Language Arts**

- NE.LA.8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources).
- NE.LA.8.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).
- NE.LA.12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources).
- NE.LA.12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog).
- CCSS.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.WHST.6–8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.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.

- CCSS.WHST.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 specific 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.

### **Mathematics**

- NE.MA.8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.
  - *Comment: Although this mathematical standard specifies the organization, display, and analysis of quantitative data as opposed to the presentation of general information, it does provide an opportunity for a connection to the career readiness standards.*
- CCSS.MP.2 Reason abstractly and quantitatively.
  - *Comment: This Mathematical Practice standard includes the ability to understand a problem in terms of the mathematical quantitative data and its qualitative aspects, and the ability to shift between the two viewpoints. This skill would greatly assist students in identifying valid and relevant data necessary for the completion of work tasks.*
- CCSS.MP.5 Use appropriate tools strategically.

2. Evaluates Internet resources for reliability and validity.

### **English Language Arts**

- NE.LA.8.4.1.e & NE.LA.12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism, and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism).
- CCSS.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- CCSS.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CCSS.RST.6–8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- CCSS.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.RI.11–12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.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.

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### **Mathematics**

- CCSS.MP.3 Construct viable arguments and critique the reasoning of others.
- CCSS.MP.5 Use appropriate tools strategically.

3. Develops and uses a consistent approach for managing data.

### **Mathematics**

- NE.MA.8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.
  - *Comment: Although this mathematical standard specifies the organization, display, and analysis of quantitative data as opposed to the presentation of general information, it does provide an opportunity for a connection to the career readiness standards.*
- CCSS.MP.5 Use appropriate tools strategically.

## **B. Tools and Applications**

1. Uses the appropriate technology tools for conveying information, solving problems and expediting workplace processes.

### **English Language Arts**

- NE.LA.8.4.1.f & NE.LA.12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multimedia presentations).
- CCSS.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- CCSS.WHST.6–8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CCSS.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.
- CCSS.W.11–12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.WHST.11–12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **Mathematics**

- NE.MA.8.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.
  - *Comment: This mathematical standard specifies tools used for computation, which is not specified but may be implied by the Career Readiness Standard.*

- 
- CCSS.MP.5 Use appropriate tools strategically.
2. Demonstrates the technology skills needed for a chosen career field.

### **Mathematics**

- NE.MA.8.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.
    - *Comment: This mathematical standard specifies tools used for computation, which is not specified but may be implied by the Career Readiness Standard.*
  - CCSS.MP.5 Use appropriate tools strategically.
3. Identifies the workplace value of technology tools and applications.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

## **C. Technology Ethics**

1. Understands the ethical uses of information and technology related to privacy, intellectual property, and workplace issues.

### **English Language Arts**

- NE.LA.8.4.1.b & NE.LA. 12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines).
  - CCSS.W.8.8 & CCSS.WHST.6–8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  - CCSS.W.11–12.8 & CCSS.WHST.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.
2. Uses computer and Internet protocols that ensure cyber security and confidentiality of private information.

### **English Language Arts**

- NE.LA.8.4.1.c & NE.LA.12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
3. Abides by organizational policies on the acceptable use of workplace technology.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]



*The career ready individual...*

## 10. Manages personal career development

Managing a personal career includes exploration, preparation, and participation. Each person is responsible for creating and maintaining their own career. Career management includes understanding and meeting the expectations for behavior and skills in the workplace.

### A. Planning

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

1. Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.
2. Develops career goals and objectives.
3. Develops a personal education and career plan to meet goals and objectives.

### B. Job Seeking

1. Uses multiple resources, including personal and professional networks, to locate job opportunities.

#### **English Language Arts**

- NE.LA.8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources).
- NE.LA.12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources).
- NE.LA.8.4.1.g & NE.LA.12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).
- CCSS.W.8.7 & CCSS.WHST.6–8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.W.11–12.7 & CCSS.WHST.11–12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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2. Researches information about a prospective employer to successfully complete an application.

### **English Language Arts**

- NE.LA.8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources).
- NE.LA.12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources).
- CCSS.W.8.7 & CCSS.WHST.6–8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.W.11–12.7 & CCSS.WHST.11–12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

3. Uses professional digital media to create a personal brand.

### **English Language Arts**

- NE.LA.8.2.1.f & NE.LA.12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements).
- NE.LA.8.3.1.c & NE.LA.12.3.1.c Utilize available media to enhance communication
- CCSS.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- CCSS.WHST.6–8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CCSS.W.11–12.6 & CCSS.WHST.11–12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

4. Markets self effectively to potential employers.

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

## **C. Résumés, Portfolios, and Interviews**

1. Prepares a professional résumé appropriate for each situation.

### **English Language Arts**

- NE.LA.8.2.2.a Write in a variety of genres, considering purpose, and audience.
- NE.LA.12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology.

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- NE.LA.12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay).
  - CCSS.W.8.4, CCSS.W.11–12.4, CCSS.WHST.6–8.4 & CCSS.WHST.11–12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Produces a record of education and work experiences, licenses, certifications, and projects/products to include in a portfolio.
  3. Presents a professional image appropriate for the job interview.

### **English Language Arts**

- NE.LA.8.3.1.a & NE.LA.12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting.
  - CCSS.SL.8.6 & CCSS.SL.11–12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
4. Communicates experiences, knowledge, and skills identified in the résumé and portfolio when interviewing.
- [Content not addressed in NE ELA, NE Mathematics, or the CCSS]

## **D. Professional Development**

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

1. Identifies opportunities for career advancement.
2. Uses resources to develop goals that address training, education, and self-improvement issues.
3. Maintains licensure, certification, and credentialing requirements.

## **E. Entrepreneurship**

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

1. Understands the knowledge and skills required of an entrepreneur.
2. Describes the opportunities for entrepreneurship in a given industry.
3. Weighs the opportunities, benefits, and risks of entrepreneurship versus employment in a career.



The career ready individual...

## 11. Attends to personal and financial well-being

The career ready individual recognizes the benefits of physical, mental, social, and financial well-being to be successful in a career.

### A. Personal Well-being

[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

1. Recognizes the value of a wide range of knowledge and experiences from the arts, culture, and humanities to promote intellectual curiosity.
2. Follows a personal wellness plan that includes healthy eating, exercise, and disease prevention.
3. Builds positive social relationships with supportive friends and family in a community.

### B. Financial Well-being

1. Analyzes choices available to consumers for saving and investing.

#### **Mathematics**

- NE.MA.8.4.1 Display and Analysis: Students will formulate questions that can be addressed with data, and then organize, display, and analyze the relevant data to answer their questions.
  - *Comment: Although this mathematical standard specifies the organization, display, and analysis of quantitative data as opposed to the presentation of general information, it does provide an opportunity for a connection to the career readiness standards.*
- CCSS.MP.2 Reason abstractly and quantitatively
  - *Comment: This Mathematical Practice standard includes the ability to understand a problem in terms of the mathematical quantitative data and its qualitative aspects, and the ability to shift between the two viewpoints. This skill would greatly assist students in identifying valid and relevant data necessary for the completion of work tasks.*

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- CCSS.MP.4 Model with mathematics.
  - Comment: This Mathematical Practice standard includes the ability to apply the mathematics students know to solve problems arising in everyday life and the workplace. Students may use the skills gained in mathematics courses around modeling with mathematics, such as identifying important quantities in a situation, mapping and analyzing relationships between important quantities, and interpreting their mathematical results in the context of the situation and reflecting on whether the results make sense.
  - CCSS.A.SSE.3.c Use the properties of exponents to transform expressions for exponential functions. For example the expression  $1.15t$  can be rewritten as  $(1.151/12)^{12t} \approx 1.01212t$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
2. Develops a personal budget that aligns to near-term and long-term priorities.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
  3. Establishes a good credit history by using credit responsibly.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
  4. Understands principles of insurance and identifies appropriate coverage.

#### **Mathematics**

- NE.MA.12.4.1.e Explain how statistics are used or misused in the world.
  - CCSS.S.MD.5.b d Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.
5. Makes wise consumer purchasing decisions and avoids fraudulent financial practices.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]
  6. Files and pays local, state, and federal taxes in a correct and timely manner.  
[Content not addressed in NE ELA, NE Mathematics, or the CCSS]

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NEBRASKA STANDARDS FOR

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ALIGNMENT

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