WISCONSIN STANDARDS FOR
Career Readiness

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Foreword

In Spring 2024, I formally adopted the Wisconsin Standards for Career Readiness, formerly known as the Wisconsin Common Career Technical Standards. This revised set of academic standards provides a foundational framework that identifies what students should know and be able to do in order to prepare for future career choices and success, including continued learning through postsecondary education and training.

The standards are a result of a concerted effort led by Wisconsin educators and partners who shared their expertise in career readiness and teaching from kindergarten through higher education. The public and the Wisconsin Legislature provided feedback for the writing committee to consider throughout Wisconsin's Academic Standards review and revision process.

Career readiness is an essential part of a comprehensive PK-12 education for all students and gives Wisconsin students a way to understand and empower themselves and their worlds. The knowledge, skills, and habits of mind gained through career-readiness education in Wisconsin schools support the Wisconsin Department of Public Instruction's vision of engaged learners creating a better Wisconsin together. Wisconsin's 2024 standards for career readiness also result in the following:

Wisconsin students develop deep understandings as curious and capable learners, so they may experience joy and confidence in themselves.

Wisconsin students develop proven practices and content.

Wisconsin's students are flexible and use the standards to understand the world and question and critique the world productively.

Wisconsin's students have expanded professional opportunities in a wide variety of careers.

The Wisconsin Department of Public Instruction will continue to build on this work to support implementation of the standards with resources for the field. I am excited to share the 2024 Wisconsin Career Readiness Standards (WCRS), which aims to build skills, knowledge, and engagement opportunities for all Wisconsin students.

Jill K. Underly, Ph.D., State Superintendent

Acknowledgements

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to revise our state's academic standards for career readiness. Thank you to the State Superintendent's Academic Standards Review Council for their work and guidance through the standards process. A special thanks to the Career Readiness Writing Committee for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project. Finally, a special thanks to Wisconsin educators, businesspeople, parents, and citizens who provided comment and feedback to drafts of these standards.

Wisconsin Standards for Career Readiness

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Section I

Wisconsin's Approach to Academic Standards

Purpose of the Document

The purpose of this document is to improve Career Readiness education for students and for communities. The Wisconsin Department of Public Instruction (DPI) has developed standards to assist Wisconsin educators and community members in understanding, developing, and implementing course offerings and curriculum in school districts across Wisconsin.

This publication provides a vision for student success and follows The Guiding Principles for Teaching and Learning (2011). In brief, the principles are:

1. Every student has the right to learn.

2. Instruction must be rigorous and relevant.

3. Purposeful assessment drives instruction and affects learning.

4. Learning is a collaborative responsibility.

5. Students bring strengths and experiences to learning.

6. Responsive environments engage learners.

Program leaders will find these standards valuable for making decisions about:

- Program structure and integration

- Curriculum redesign

- Staffing and staff development

- Scheduling and student grouping

- Facility organization

- Learning spaces and materials development

- Resource allocation and accountability

- Collaborative work with other units of the school, district, and community

What Are Academic Standards?

Wisconsin Academic Standards specify what students should know and be able to do. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality educational programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade-level curriculum. Implementing standards may require some school districts to upgrade school and district curricula. This may result in changes in instructional methods and materials, local assessments, and professional development opportunities for the teaching and administrative staff.

What is the Difference Between Academic Standards and Curriculum?

Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning, and how well they should be expected to know or do it. Curriculum is the program devised by local school districts to prepare students to meet standards. It consists of activities and lessons at each grade level, instructional materials, and various instructional techniques. In short, standards define what is to be learned at certain points in time, and from a broad perspective, what performances will be accepted as evidence that the learning has occurred. Curriculum specifies the details of the day-to-day schooling at the local level.

Developing the Academic Standards

DPI has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Academic Standards Review Council examines those comments and may recommend revision or development of standards in that academic area. The state superintendent authorizes whether or not to pursue a revision or development process. Following this, a state writing committee is formed to work on those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the legislature with further review by the State Superintendent's Academic Standards Review Council. The state superintendent then determines adoption of the standards.

Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with caregivers, community members, and business partners to connect the most promising practices in the most meaningful contexts. The release of the Wisconsin Standards for Career Readiness provides a set of important academic standards for school districts to implement. This is connected to a larger vision of engaged learners creating a better Wisconsin together. Academic standards work together with other critical principles and efforts to educate every child to be an engaged learner capable of creating a better Wisconsin together. Here, the vision and Guiding Principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

Relating the Academic Standards to All Students

Academic standards should allow ALL students to engage, access, and be assessed in ways that fit their strengths, needs, and interests. This applies to students with individualized education plans (IEPs), English learners, and gifted and talented pupils, consistent with all other students. Academic standards serve as a foundation for individualized programming decisions for all students.

Academic standards serve as a valuable basis for establishing concrete, meaningful goals for each student's developmental progress and demonstration of proficiency. Students with IEPs must be provided specially designed instruction that meets their individual needs. It is expected that each individual student with an IEP will require unique services and supports matched to their strengths and needs in order to close achievement gaps in grade-level standards. Alternate standards are only available for students with the most significant cognitive disabilities.

Gifted and talented students may achieve well beyond the academic standards and move into advanced grade levels or into advanced coursework.

Our Vision: Engaged Learners Creating a Better Wisconsin Together

We are committed to ensuring every child graduates from high school academically prepared and socially and emotionally competent. A successful Wisconsin student is proficient in academic content and can apply their knowledge through skills such as critical thinking, communication, collaboration, and creativity. The successful student will also possess critical habits such as perseverance, responsibility, adaptability, and leadership. This vision for every child as an engaged learner guides our beliefs and approaches to education and to creating a better Wisconsin together.

Guided by Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. The Guiding Principles for Teaching and Learning (2011) were drawn from research and provide the touchstone for practices that truly affect the vision of "Engaged learners creating a better Wisconsin together." When made transparent, these principles inform what happens in the classroom, direct the implementation and evaluation of programs, and most importantly, remind us of our own beliefs and expectations for students.

Engaging Learners Through Career Readiness

When educators connect students' learning to future career opportunities, they begin to engage students in a very personal and powerful way. In addition to career readiness as a strategy to engage learners, it is also a conduit through which every student in Wisconsin, including students with an IEP, can graduate from high school with the knowledge, skills, and abilities needed to be successful in their chosen career pathway. Regardless of the postsecondary path that a graduate pursues immediately after their K-12 education, we believe in preparing all students to be lifelong learners and acknowledge that one's education and career path are inextricably linked.

The Wisconsin Career Readiness Standards (WCRS) provide the framework for educators to integrate career-readiness skills across all content areas and at every grade level from K-12. Because people begin to develop interests and biases at an early age, it is important to start integrating WCRS in the elementary grades. By middle school, students may have already developed beliefs about their abilities related to careers. In addition, they may have formed stereotypes about which careers are appropriate for a particular gender, race, or socioeconomic background. Exposing students to careers and helping them develop skills related to careers when they are young is one way to keep students' minds open to all possibilities.

Implementing the WCRS may look different for every teacher, every program, every course, and potentially every unit or lesson. These standards were designed to be naturally and intentionally integrated into other content standards.

Ensuring a Process for Student Success

For Wisconsin schools and districts, implementing the Framework for Equitable Multi-Level Systems of Supports (2017) means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high-quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports with differing levels of intensity to proactively

and responsibly adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social, and emotional skills.

Connecting to Content: Wisconsin Academic Standards

Within this vision for increased student success, rigorous, internationally benchmarked academic standards provide the content for high-quality curriculum and instruction and for a strategic assessment system aligned to those standards. With the adoption of the standards, Wisconsin has the tools to design curriculum, instruction, and assessments to maximize student learning. The standards articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within an equitable multi-level system of supports, the standards can help to ensure that every child will graduate prepared for college and career.
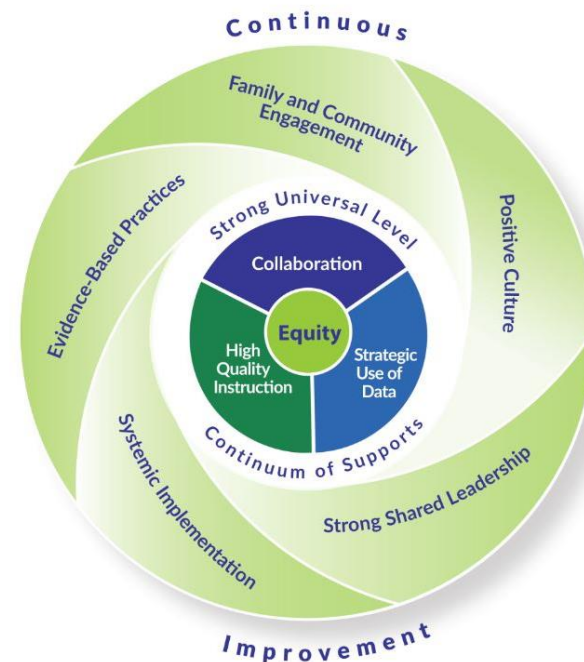
Wisconsin Standards for Career Readiness

Building a Foundation of Career Readiness in K-12 Education

As noted in Section I, the Wisconsin Career Readiness Standards (WCRS) capture the knowledge, skills, and abilities that students need to be successful in the workplace of their chosen career pathway.

The earlier Wisconsin Common Career Technical Standards (WCCTS) were developed in 2013 as a common set of standards that would become a part of all CTE standards as a way to reflect the skills and competencies, often referred to as "soft skills'' or employability skills, that are required across all industries. These standards have been re-envisioned to capture how K-12 education can prepare students for an ever-changing world of work and lifelong learning. Career readiness includes more than the traditional "employability skills." It also intersects with the skills required to be ready for life and lifelong learning. Therefore, the WCRS are comprised of three strands of skills: Career-ready, learning-ready, and life-ready. We recognize that not ALL learning-ready and life-ready skills are required for career readiness. However, significant overlap is reflected in this set of standards.
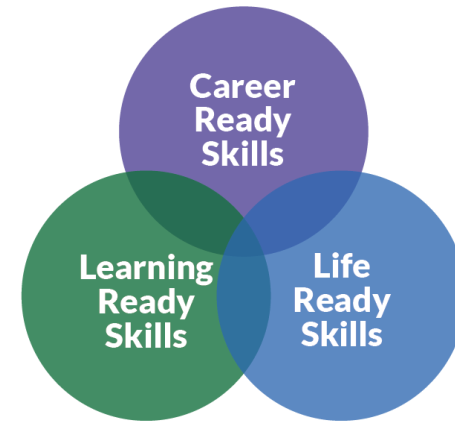
Career-ready strand: Students develop a plan for their future education, training, and career goals based on research and exploration of their options. This strand focuses on the academic and career planning (ACP) process. It includes career awareness (KNOW), career exploration (EXPLORE), career planning (PLAN), and career preparation (GO).

Learning-ready strand: Students understand how K-12 classroom learning will prepare them for careers and lifelong learning. This strand focuses on how classroom learning prepares students for their future careers and lifelong learning. It includes academic skills, critical thinking, problem-solving, innovation mindset, and technology skills.

Life-ready strand: Students develop a positive identity and act with an awareness of self and others to collaborate, advocate, and lead effectively across various contexts. This strand focuses on the interpersonal skills needed in just about every career area. It includes self-awareness, management and responsibility, interpersonal communication and collaboration, global competence, and responsive leadership.

It is also important to note that the WCRS brings together, under the context of career readiness, many other separate sets of standards, competencies, and skills from Wisconsin as well as national and international sources. These include:

Wisconsin	National and International
- Wisconsin Redefining Ready - Education for Employment and Academic and Career Planning requirements - Social and Emotional Learning Competencies - Wisconsin Standards for Information and Technology Literacy - Personal Financial Literacy - Wisconsin Entrepreneurship Education Framework	- Common Career Technical Core: Career Ready Practices - ASCA Mindsets and Behaviors - Asia Society Center for Global Education: Global Leadership Performance Outcomes - Fundamental STEM Skills - Decision Education Standards

The WCRS are designed to be integrated into all courses, career pathways, and the Academic and Career Planning process. When executed with fidelity, career readiness is truly a K-12 initiative. All students, including students with an IEP, should have the opportunity to build skills in the WCRS across all content areas and at every grade level.

Career Readiness Standards in the Classroom

When an educator integrates career readiness into their content area, they help students understand the connection between what they are learning and how it can be applied to various careers. This career-connected learning can significantly increase student engagement leading to higher levels of achievement as students make personal connections to their learning. In addition, when school districts intentionally integrate career readiness across content areas and grade levels, they help ensure that all students have access and support in their own career success.

WCRS Example for English Language Arts Classroom	
This WCRS learning priority:	**Could be integrated by:**
Students develop job-seeking skills, including interviewing, resume-writing, and completing job applications.	Having students practice interview skills as a part of the curriculum in their communications class.

Integrating WCRS in elementary classrooms is critical to building a culture of career readiness. We encourage elementary educators to intentionally weave appropriate WCRS standards into subject areas such as math, science, social studies, and English. Educators will be able to learn more about how to implement the Wisconsin Career Readiness and other CTE standards in elementary grades in a future publication, "Wisconsin's Guide to K-5 Career Readiness."

WCRS Example for an Elementary Classroom	
This WCRS learning priority:	**Could be integrated by:**
Students ask questions related to global events and gather information from national and international sources to understand the impact on their lives, community, and the world.	Having students in a third-grade science unit look at daily temperature graphs from the past 50 years in several different countries. Students then formulate questions related to the impact that changes in the earth's temperature may have on the lives of people living in those countries.

Career Readiness Standards in Career Pathways

Because career and technical education (CTE) prepares all students for their future career, education, and ultimately life success, the WCRS are a natural fit for any CTE course. CTE in Wisconsin is both a collection of educational programs or content areas as well as a system of preparing students to be career- and college-ready. CTE programs are delivered primarily through six specific content areas. These include:

- Agriculture, Food, and Natural Resources

- Business and Information Technology

- Family and Consumer Sciences

- Health Science

- Marketing, Management, and Entrepreneurship

- Technology and Engineering

Through CTE, learners not only gain awareness of various careers, but also have opportunities to engage in deeper exploration and preparation through a career pathway. Each pathway—whether health science, agriculture, business, construction, or engineering, to name a few—includes elements of CTE that help students develop the knowledge and skills to be successful in the career of their choice.

Elements of CTE that create a career pathway include:

- A sequence of CTE courses that build from introductory to more advanced levels

- Work-based learning experiences

- Opportunities to demonstrate academic, technical, and leadership skills through career and technical student organizations (CTSOs)

- Dual enrollment and college credit opportunities

- Authentic ways to earn industry-recognized credentials

Career pathways enable students to embark on a plan that outlines the education and training opportunities that will help them move to a career goal. Wisconsin schools use the above elements as a framework to engage with stakeholders to provide rich and authentic opportunities and experiences that help students gain knowledge and skills that go beyond the classroom experience.

While schools may independently build their own career pathways, Wisconsin's Regional Career Pathways (RCP) approach makes the process easier for individual school districts by vetting some of the career pathway components on a regional basis and tailoring pathways to address regional employment needs. Wisconsin's regional career pathway network covers seven regions—each with its own advisory group of local employers, educational organizations, and economic and workforce development interests.

Partnerships that bring business and educational organizations together are an effective way to ensure that students are gaining practical and up-to-date knowledge and skills necessary to get a jump-start on a career in the industries. Leading employers share direct input on the latest tools, practices, and processes in an industry, while K-12 schools and other educational organizations offer the professional expertise to engage and teach young learners using standards within this document.

A Career Pathway Consists of Five Elements:

A sequence of CTE courses that build from introductory to more advanced levels

Academic standards define what students should know and be able to do in an area of study. In career and technical education, standards are integrated with technical skill development based on industry standards.

WCRS Example for a Business and Information Technology Classroom	
This WCRS learning priority:	**Could be integrated by:**
Students understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.	Having students develop and create a product that could be sold as a business venture. Invite a local entrepreneur to talk with students about being a small business owner.

Work-Based Learning

Work-based learning (WBL) opportunities are employer-connected experiences that allow K-12 students to participate in career awareness, career exploration, and career development. Academic standards serve as the foundation of WBL and allow students to apply knowledge and technical skills to real-world projects and problems alongside professionals. Having students participate in work-based learning is a priority in Wisconsin and is reflected on DPI's School Report Cards and federal (Perkins V) accountability reports. Participation in work-based learning is only calculated if the program meets the following criteria:

1. Involves sustained interactions, either paid or unpaid, with industry or community professionals

   - Sustained = minimum of 90 hours, which can be rotated among employers or positions. The employer is engaged throughout the experience. It can take place in one semester, an entire year, the summer, or even a six-week period.

   - Interactions must be more than just observing and include direct communication and involvement with industry or community professionals

2. Takes place in real workplace settings (as practicable) or simulated environments at an educational institution,

3. Fosters in-depth, firsthand engagement with the tasks required in a given career.

4. Aligns with a course (generally speaking should be a minimum of one semester). It is highly encouraged to provide credit for the work-based learning experience as well as credit for the school-based course.

5. Must include a training agreement between the student, employer/business, and school that defines the roles and responsibilities of the student, the employer, and the school.

6. Business and education partners work together to evaluate and supervise the experiences, which must be documented with training or learning plans and evaluation forms.

There are numerous work-based learning programs designed to support student mastery of competencies and also count towards accountability measures. These programs are all outlined in the Wisconsin Guide to Implementing Career-Based Learning Experiences.

WCRS Example for a Work-based Learning Program	
This WCRS learning priority:	**Could be integrated by:**
Students learn how to create a professional network and understand the impact that one's professional brand and social media footprint has on future employability.	Having a student intern participate in a networking event with their supervisor. The supervisor spends time coaching the student on proper attire and etiquette in advance.

Career and Technical Student Organizations

Career and technical student organizations (CTSOs) develop citizenship, technical, leadership, and teamwork skills essential for students who are preparing for the workforce and further education. They enhance students' civic awareness and provide opportunities for developing social competencies and a wholesome attitude about living and working. Wisconsin's CTSOs include:

Wisconsin has six state and nationally recognized CTSOs that are intracurricular. In other words, they connect directly to the classroom through curriculum, activities, and community resources. All CTSOs include leadership development elements and competitive events where students demonstrate technical and leadership skills. CTSOs prepare young people to become productive citizens and leaders in their communities and their careers. This is done through school activities as well as regional, state, and national leadership conferences and competitions. Students grow and develop through these events and receive recognition for the work they have done and the skills they have developed. CTSOs provide an exceptional extension of CTE instruction.

WCRS Example for a Career and Technical Student Organization:	
This WCRS learning priority:	**Could be integrated by:**
Students demonstrate openness to providing and accepting feedback.	Having students participate in a state HOSA-Future Health Professionals competition in which judges provide feedback on their performance during an event.

Authentic Ways to Earn Industry Credentials

Industry-recognized credentials (IRCs) are certifications, credentials, or licenses that are vetted by employers and recognize skill attainment needed for recruitment, screening, hiring, retention, advancement, or to mitigate workforce shortages. Earning industry credentials while in high school helps students prove their competence and improve their employment prospects, sometimes immediately after graduation. CTE courses are designed to improve career-based learning, and many IRCs fit perfectly into the curriculum and can be added to the student's resume following certification.

WCRS Example for an Industry-Recognized Credential	
This WCRS learning priority:	**Could be integrated by:**
Students use digital presentation applications to create and deliver a presentation.	Having students complete a digital literacy certification that is designed to enable them to express themselves through digital means.

Dual Enrollment and College Credit Opportunities

Dual enrollment includes a variety of programs through which high school students are enrolled simultaneously in both high school and college to earn both high school and college credit. A dual enrollment course can take place at the high school, at a college or university, or through an online or distance course.

WCRS Example in a Dual Enrollment Course	
This WCRS learning priority:	**Could be integrated by:**
Students develop the habits, skills, and mindsets that set them up for academic and career success, including the use of digital tools.	Providing students who participate in a dual-credit course with a mentor or coach who can help them develop the study and time-management skills to be successful in a more rigorous course.

Career Readiness Standards in Academic and Career Planning

All school districts in Wisconsin are required to provide an academic and career planning (ACP) process whose stages are associated with the terms: Know. Explore. Plan. Go.

This process should include a scope and sequence of ACP activities that can be delivered in a homeroom or advisory in addition to embedding them directly into classroom instruction. The WCRS provides a roadmap that can help educators build this scope and sequence of ACP activities across grade levels.

School counselors also will find the WCRS valuable as they provide individualized ACP support for their students. In particular, as they connect students to career-based learning experiences and during ACP conferences or advising sessions.

WCRS Examples for an ACP Advisory or School Counselor		
An ACP Advisory	**This WCRS learning priority:** Students know the financial resources available to them that support postsecondary education goals.	**Could be integrated by:** Having students use the knowledge hub in ACP software such as Xello to learn about FAFSA (Free Application for Federal Student Aid), grants, work-study, loans, and scholarships.
A School Counselor	**This WCRS learning priority:** Students learn how academic skills and content can be applied in various careers and workplace settings.	**Could be integrated by:** Having students predict which academic skills they think they might see in action during their upcoming job shadow.

Discipline Standards Structure

The *Wisconsin Standards for Career Readiness* follow a specific structure:

Standards Formatting

- **Discipline:** CTE program area

- **Strand:** Instructional topic within the discipline

- **Standard:** Broad statement that tells what students are expected to know or be able to do

- **Learning Priority:** Breaks down the broad statement into manageable learning pieces

Standard Coding

Strands for Career Readiness in this code structure include:

- CAR – Career-Ready

- LRN – Learning-Ready

- LIF – Life-Ready

Key to Standards Coding

WCRS. LRN. 1. B

Discipline   Strand

Standard
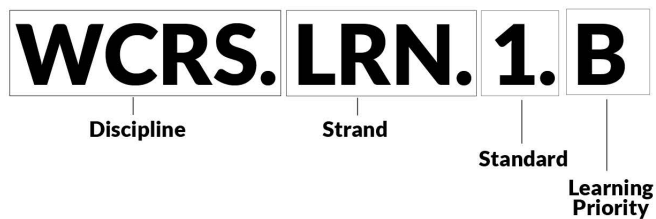
Learning
Priority

Sample of Standards Table

Strand: Learning Ready (LRN)
Students will understand how K-12 classroom learning will prepare them for careers and lifelong learning.

Standard	Learning Priority
WCRS.LRN.1: Academic Skills Acquire academic skills and real-life experiences to prepare for future education and a career.	**WCRS.LRN.1.A:** Engage in challenging courses and opportunities that align with academic and career goals.
	WCRS.LRN.1.B: Recognize academic strengths and challenges, and utilize digital tools in order to create, track, and manage academic goals.
	WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.
	WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.

Section III

Discipline: Career Readiness

Wisconsin Career Readiness Standards

Strand: Career Ready (CAR)

Students will create a plan for their future education, training, and career goals based on research and exploration of their options.

Standard	Learning Priority
WCRS.CAR.1: Career Awareness (KNOW) KNOW how interests, skills, and strengths connect learning to career opportunities in their future.	**WCRS.CAR.1.A:** Discover: • career clusters and pathways • emerging and in-demand careers • postsecondary education and training options • entrepreneurship pros and cons
	WCRS.CAR.1.B: Create future career and education goals that are informed by their personal: • interests • skills • work values • areas of strengths and challenges • aspirations and lifestyle choices
	WCRS.CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime.
	WCRS.CAR.1.D: Understand the impacts of earning potential and the total cost of education or training on a chosen career pathway.

Strand: Career Ready (CAR)

Students will create a plan for their future education, training, and career goals based on research and exploration of their options.

Standard	Learning Priority
WCRS.CAR.1: Career Awareness **(KNOW)** KNOW how interests, skills, and strengths connect learning to career opportunities in their **future.**	**WCRS.CAR.1.E:** Use labor market information to determine how current and future job demand impacts salary and job availability.
WCRS.CAR.2: Career Exploration (EXPLORE) EXPLORE multiple career and educational choices to evaluate how they compare and contrast to personal interests and skills.	**WCRS.CAR.2.A:** Identify emerging and in-demand careers and entrepreneurship opportunities that align with personal interests, skills, and work values.
	WCRS.CAR.2.B: Compare the effect of personal income and student loan debt on financial goals.
	WCRS.CAR.2.C: Evaluate the need for lifelong learning to navigate one's career in a diverse and changing economy.
	WCRS.CAR.2.D: Explain how some high-leverage skills transfer across multiple career opportunities.

Strand: Career Ready (CAR)

Students will create a plan for their future education, training, and career goals based on research and exploration of their options.

Standard	Learning Priority
WCRS.CAR.3: Career Planning (PLAN) Based on what they know and have explored, develop a PLAN to reach individual education career goals.	**WCRS.CAR.3.A:** Discuss and evaluate career area(s) of interest based on labor market information such as long-term projections of total annual job openings, salary ranges, and costs of postsecondary education and training.
	WCRS.CAR.3.B: Compare and contrast postsecondary education and training options for career area(s) of interest including: • four-year college • technical college • registered apprenticeships • military training • industry-recognized credentials • startup incubators, and • on-the-job training.
	WCRS.CAR.3.C: Create and regularly update an academic and career plan for high school and for after high school, with trusted adults, that aligns with career area(s) of interest.
WCRS.CAR.4a: Career Preparation (GO) GO into the community to implement an individual career plan to learn in a variety of workplace settings and industries.	**WCRS.CAR.4a.A:** Utilize education, workplace, and extracurricular experiences to re-evaluate one's academic and career plan with trusted adults on a regular basis.
	WCRS.CAR.4a.B: Identify and access career resources and support systems both virtual and in-person.

Strand: Career Ready (CAR)

Students will create a plan for their future education, training, and career goals based on research and exploration of their options.

Standard	Learning Priority
WCRS.CAR.4a: Career Preparation (GO) GO into the community to implement an individual career plan to learn in a variety of workplace settings and industries.	**WCRS.CAR.4a.C:** Learn how to create a professional network and understand the impact that one's professional brand and social media footprint have on future employability.
	WCRS.CAR.4a.D: Acquire job-seeking skills, including interviewing, resume writing, and completing job applications.
WCRS.CAR.4b: Postsecondary Education and Training Preparation (GO) GO into the community to put an individual postsecondary education and training plan into action.	**WCRS.CAR.4b.A:** Learn how to navigate the application process for each of the postsecondary education and training options: • technical college • four-year college • registered apprenticeship • military service.
	WCRS.CAR.4b.B: Know the financial resources available that support postsecondary educational goals.
	WCRS.CAR.4b.C: Create a financial plan to support postsecondary education and training that includes a plan on how student loans will be repaid.

Strand: Learning Ready (LRN)

Students will understand how K-12 classroom learning will prepare them for careers and lifelong learning.

Standard	Learning Priority
WCRS.LRN.1: Academic Skills Acquire academic skills and real-life experiences to prepare for future education and a career.	**WCRS.LRN.1.A:** Engage in challenging courses and opportunities that align with academic and career goals.
	WCRS.LRN.1.B: Recognize academic strengths and challenges, and utilize digital tools in order to create, track, and manage academic goals.
	WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.
	WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.
WCRS.LRN.2: Critical thinking and problem-solving Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.	**WCRS.LRN.2.A:** Find and use unbiased, rational information to defend ideas and make decisions.
	WCRS.LRN.2.B: Use design thinking and valid research practices to develop solutions to authentic problems and opportunities.

Strand: Learning Ready (LRN)

Students will understand how K-12 classroom learning will prepare them for careers and lifelong learning.

Standard	Learning Priority
WCRS.LRN.2: Critical thinking and problem-solving Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.	**WCRS.LRN.2.C:** Develop persistence, initiative, and self-direction in problem-solving and goal attainment.
WCRS.LRN.3: Innovation mindset and skills Develop a spirit of innovation and creativity that encourages educational risk-taking, acceptance of failure, and learning from mistakes in pursuit of achieving a goal.	**WCRS.LRN.3.A:** Express creatively, think critically, and produce innovative products and processes by utilizing technology.
	WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.
	WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.
WCRS.LRN.4: Technology skills Acquire commonly used technology skills required for all careers.	**WCRS.LRN.4.A:** Use word processing applications to organize and effectively communicate information.
	WCRS.LRN.4.B: Use spreadsheet applications to solve problems and effectively communicate information.

Strand: Learning Ready (LRN)

Students will understand how K-12 classroom learning will prepare them for careers and lifelong learning.

Standard	Learning Priority
WCRS.LRN.4: Technology skills Acquire commonly used technology skills required for all careers.	**WCRS.LRN.4.C:** Use digital presentation applications to create and deliver a presentation.
	WCRS.LRN.4.D: Use internet and common productivity applications to maximize communication, collaboration, and social interactions in a professional manner.
	WCRS.LRN.4.E: Use basic operating system features to manage applications, files, folders, and settings.

Strand: Life Ready (LIF)

Students will develop a positive identity and act with an awareness of self and others to collaborate, advocate, and lead effectively across various contexts.

Standard	Learning Priority
WCRS.LIF.1: Self-awareness, management, and responsibility Gain insight into oneself to help inform and build paths to success in personal, educational, and career settings.	**WCRS.LIF.1.A:** Develop a strong social and cultural identity, and reflect on how it connects with career identity.
	WCRS.LIF.1.B: Manage emotions and behaviors effectively in academic and workplace situations.
	WCRS.LIF.1.C: Take responsibility and accountability for actions, behaviors, and commitments.
	WCRS.LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools.
	WCRS.LIF.1.E: Apply strategies to care for one's physical and mental health while participating in social, academic, and career activities.
WCRS.LIF.2: Interpersonal communication and collaboration Use interpersonal skills to interact with others for positive outcomes and collective success.	**WCRS.LIF.2.A:** Develop respectful and supportive relationships with people who are similar to and different from oneself.
	WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.
	WCRS.LIF.2.C: Demonstrate openness to providing and accepting feedback.

Strand: Life Ready (LIF)

Students will develop a positive identity and act with an awareness of self and others to collaborate, advocate, and lead effectively across various contexts.

Standard	Learning Priority
WCRS.LIF.3: Global competence Understand one's impact on the world and develop the ability to interact with people from other backgrounds, nations, and cultures.	**WCRS.LIF.3.A:** Acquire and use intercultural and global knowledge and skills, including proficiency in languages of our local and global communities.
	WCRS.LIF.3.B: Describe connections between local and global issues and their impact on communities around the world.
	WCRS.LIF.3.C: Integrate diverse cultural perspectives and informational sources, from around the world, to inform decisions and actions.
	WCRS.LIF.3.D: Engage with others, virtually or in person, to improve current and future conditions, within local and global contexts, for collective well-being.
WCRS.LIF.4: Responsive leadership Take individual and collective action that demonstrates responsibility, care, and purpose to create positive change.	**WCRS.LIF.4.A:** Identify and practice different leadership styles and team roles.
	WCRS.LIF.4.B: Communicate a clear vision, and bring people together around shared goals to create positive, ethical change.
	WCRS.LIF.4.C: Demonstrate effective team-building skills, and facilitate goal-oriented group processes with concern for the people involved.
	WCRS.LIF.4.D: Lead strategic planning using project management principles.