

Wisconsin Career Readiness Standards

Content Area: 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
<p>WCRS.CAR.1: Career Awareness (KNOW)</p> <p>KNOW how interests, skills, and strengths connect learning to career opportunities in their future.</p>	<p>WCRS.CAR.1.A: Discover:</p> <ul style="list-style-type: none"> • career clusters and pathways • emerging and in-demand careers • postsecondary education and training options • entrepreneurship pros and cons
	<p>WCRS.CAR.1.B: Create future career and education goals that are informed by their personal:</p> <ul style="list-style-type: none"> • interests • skills • work values • areas of strengths and challenges • aspirations and lifestyle choices
	<p>WCRS.CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime.</p>
	<p>WCRS.CAR.1.D: Understand the impacts of earning potential and the total cost of education or training on a chosen career pathway.</p>
	<p>WCRS.CAR.1.E: Use labor market information to determine how current and future job demand impacts salary and job availability.</p>
<p>WCRS.CAR.2: Career Exploration (EXPLORE)</p>	<p>WCRS.CAR.2.A: Identify emerging and in-demand careers and entrepreneurship opportunities that align with personal interests, skills, and work values.</p>

Standard	Learning Priority
<p>EXPLORE multiple career and educational choices to evaluate how they compare and contrast to personal interests and skills.</p>	<p>WCRS.CAR.2.B: Compare the effect of personal income and student loan debt on financial goals.</p>
	<p>WCRS.CAR.2.C: Evaluate the need for lifelong learning to navigate one's career in a diverse and changing economy.</p>
	<p>WCRS.CAR.2.D: Explain how some high-leverage skills transfer across multiple career opportunities.</p>
<p>WCRS.CAR.3: Career Planning (PLAN) Based on what they know and have explored, develop a PLAN to reach individual education career goals.</p>	<p>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.</p>
	<p>WCRS.CAR.3.B: Compare and contrast postsecondary education and training options for career area(s) of interest including:</p> <ul style="list-style-type: none"> • four-year college • technical college • registered apprenticeships • military training • industry-recognized credentials • startup incubators, and • on-the-job training.
	<p>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.</p>
<p>WCRS.CAR.4(a): Career Preparation (GO) GO into the community to implement an individual career plan to learn in a variety of workplace settings and industries.</p>	<p>WCRS.CAR.4(a).A: Utilize education, workplace, and extracurricular experiences to re-evaluate one's academic and career plan with trusted adults on a regular basis.</p>
	<p>WCRS.CAR.4(a).B: Identify and access career resources and support systems both virtual and in-person.</p>
	<p>WCRS.CAR.4(a).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.</p>

Standard	Learning Priority
	WCRS.CAR.4(a).D: Acquire job-seeking skills, including interviewing, resume writing, and completing job applications.
<p>WCRS.CAR.4(b): Postsecondary Education and Training Preparation (GO)</p> <p>GO into the community to put an individual postsecondary education and training plan into action.</p>	<p>WCRS.CAR.4(b).A: Learn how to navigate the application process for each of the postsecondary education and training options:</p> <ul style="list-style-type: none"> • technical college • four-year college • registered apprenticeship • military service.
	<p>WCRS.CAR.4(b).B: Know the financial resources available that support postsecondary educational goals.</p>
	<p>WCRS.CAR.4(b).C: Create a financial plan to support postsecondary education and training that includes a plan on how student loans will be repaid.</p>

Content Area: Learning Ready (LRN)

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

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

Standard	Learning Priority
	WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.
<p>WCRS.LRN.2: Critical thinking and problem-solving</p> <p>Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.</p>	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.
	WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.
<p>WCRS.LRN.3: Innovation mindset and skills</p> <p>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.</p>	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.
<p>WCRS.LRN.4: Technology skills</p> <p>Acquire commonly used technology skills required for all careers.</p>	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.
	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.

Standard	Learning Priority
	WCRS.LRN.4.E: Use basic operating system features to manage applications, files, folders, and settings.

Content Area: 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	WCRS.LIF.2.A: Develop respectful and supportive relationships with people who are similar to and different from oneself.

Standard	Learning Priority
<p>Use interpersonal skills to interact with others for positive outcomes and collective success.</p>	<p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p>
	<p>WCRS.LIF.2.C: Demonstrate openness to providing and accepting feedback.</p>
<p>WCRS.LIF.3: Global competence</p> <p>Understand one’s impact on the world and develop the ability to interact with people from other backgrounds, countries, and cultures.</p>	<p>WCRS.LIF.3.A: Acquire and use intercultural and global knowledge and skills, including proficiency in languages of our local and global communities.</p>
	<p>WCRS.LIF.3.B: Describe connections between local and global issues and their impact on communities around the world.</p>
	<p>WCRS.LIF.3.C: Integrate diverse cultural perspectives and informational sources, from around the world, to inform decisions and actions.</p>
	<p>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.</p>
<p>WCRS.LIF.4: Responsive leadership</p> <p>Take individual and collective action that demonstrates responsibility, care, and purpose to create positive change.</p>	<p>WCRS.LIF.4.A: Identify and practice different leadership styles and team roles.</p>
	<p>WCRS.LIF.4.B: Communicate a clear vision, and bring people together around shared goals to create positive, ethical change.</p>
	<p>WCRS.LIF.4.C: Demonstrate effective team-building skills, and facilitate goal-oriented group processes with concern for the people involved.</p>
	<p>WCRS.LIF.4.D: Lead strategic planning using project management principles.</p>