



Employability Skills in the Oklahoma Academic Standards

When Oklahoma students graduate high school, they have completed a series of classes based on the Oklahoma Academic Standards. High school graduates should be knowledgeable about options for college and career and be prepared to enroll and succeed in any postsecondary experience without the need for remediation. All students should possess the skills and knowledge needed to qualify for and succeed in their chosen field.

In addition to academic knowledge from courses based on the Oklahoma Academic Standards, graduates will also need cross-cutting abilities called employability skills to be successful in college and career. The Employability Skills Framework, created by the Office of Career, Technical, and Adult Education, advances a unifying set of skills from the workforce development and education sectors based on an inventory of existing employability skills. See the Framework on page 2.

This document provides a crosswalk between the overarching employability skills of the Employability Skills Framework and the Oklahoma Academic Standards. The following charts indicate how high school expectations from the Oklahoma Academic Standards for various subjects align with employability skills from the Framework.

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Employability Skills Framework





Applied Academic Skills

Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.

Employability Skills	Oklahoma Academic Standards
Reading Skills Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.	English Language Arts Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts. (12.2.R.1)
	Social Studies Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments. (4.A.9-12.2)
	World Languages Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.1)
	Computer Science Systematically examine code for correctness, usability, readability, efficiency, portability, and scalability through peer review. (L2.AP.PD.04)
Writing Skills Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.	English Language Arts Students will compose informative essays, reports, or technical writing. (12.3.W.2) Students will compose argumentative essays, reviews, or op-eds. (12.3.W.3)
	Social Studies Write independently over extended periods of time, varying modes of expression to suit audience, purpose, and task; synthesize information across multiple sources and/or articulate new perspectives. (5.A.9-12.4)
	Science Communicate scientific and/or technical information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (CH.PS2.6, PH.PS4.5, B.LS4.1)
	Fine Arts - Drama/Theatre Interpret drama using scripted material by independently writing a one-act play with correct form and structure including full character development, believable dialogue, and logical plot outcomes. (III.DT.CR.3.4)

Math Strategies/Procedures Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes creating/interpreting tables and graphs and organizing/displaying data.	Mathematics: Develop Accurate and Appropriate Procedural Fluency Students will choose appropriate algorithms to add and subtract integers or multiply and divide fractions, decimals, and mixed numbers. Students will use exponents to represent prime factorizations, and follow the order of operations when solving expressions or equations. Students will choose the most appropriate representation of a quantity including formulas for area of rectangles, parallelograms, and triangles. Students will respond to opportunities to justify their chosen mathematical strategies, processes, and algorithms. Students will become fluent as they strengthen their understanding, skill, and confidence through application and practice. Social Studies Evaluate economic data from charts and graphs, noting trends and making predictions. (3.C.9-12.1) Computer Science Convert and compare different bit representations of data types, such as characters, numbers, and images. (L1.DA.S.01)
Scientific Principles/Procedures Students follow procedures, experiment, infer, hypothesize (even as simple as “what if we do it this way”), and construct processes to complete a task (can occur outside of math/science classes).	Science: Planning and Carrying Out Investigations Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters. Engineering investigations identify the effectiveness, efficiency, and durability of designs under different conditions. Social Studies Demonstrate understanding of content through the development of self-driven investigations and the completion of multi-staged, authentic tasks and assessments. (2.B.9-12.2) Fine Arts - Drama/Theatre Refine, transform, and demonstrate the unifying concept in a devised or scripted drama/theatre work using the rehearsal process. (III.DT.CR.3.1) Fine Arts - Visual Art Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through original art making. (II.VA.P.1.1) Computer Science Use models and simulations to help plan, conduct, and refine investigations. (L2.DA.IM.01)



Critical Thinking Skills

Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.

Employability Skills	Oklahoma Academic Standards
Thinks Creatively Students create innovative and novel ideas/solutions and display divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.	Science Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (PS.PS3.3, CH.PS1.6, CH.PS3.3, PH.PS2.3, PH.PS3.3, EN.LS2.7, EN.ESS3.4) Educational Technology Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. (6.c) Fine Arts - Music Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes to reflect characteristics of music from a variety of cultures or historical periods studied. (AD.M.CR.1)
Thinks Critically Students display analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).	Science Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (PS.PS4.2, PH.PS4.2) Social Studies Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning. (2.A.9-12.3) Mathematics: Develop Mathematical Reasoning Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts. World Languages Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Makes Sound Decisions Students differentiate between multiple approaches and assess options (could be linked to thinking critically).	Science Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations (e.g., trade-offs), constraints, and ethical issues. Mathematics: Develop Accurate and Appropriate Procedural Fluency Focus on the efficiency, flexibility, and accuracy in which students approach and solve problems. Students will learn and develop efficient procedures and algorithms for computations and repeated processes.

Makes Sound Decisions continued	Social Studies Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions. (2.A.9-12.2)
	Computer Science Evaluate algorithms (e.g., sorting, searching) in terms of their efficiency and clarity. (L2.AP.A.04)
Solves Problems Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively).	Mathematics: Develop Strategies for Problem Solving Analyze the parts of complex mathematical tasks and identify entry points to begin the search for a solution. Students will select from a variety of problem-solving strategies and use corresponding multiple representations (verbal, physical, symbolic, pictorial, graphical, tabular) when appropriate. They will pursue solutions to various tasks from real-world situations and applications that are often interdisciplinary in nature.
	Science Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem. (B.LS1.6, ES.ESS1.3)
	Fine Arts - Music Develop strategies and evaluate success using feedback from ensemble peers and other sources to address challenges in a varied repertoire of music. (P.M.PR.4)
	Computer Science Decompose problems into procedures using systematic analysis and design. (L1.AP.M.01)
	World Languages Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)
Reasons Students negotiate pros/cons of ideas, approaches, and solutions and analyze options using "if-then" rationale.	Mathematics: Develop Mathematical Reasoning Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.
	Science Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. (PS.PS1.5, CH.PS1.5, ES.ESS1.6)
	Social Studies Use interdisciplinary lenses to gather and evaluate information regarding complex local, regional, and global problems; assess individual and collective actions taken to address such problems. (2.B.9-12.1)
	English Language Arts Students will compose argumentative essays, reviews, or op-eds. (12.3.W.3)
	Fine Arts - Visual Arts Construct persuasive and reasonable arguments, individually, or collaboratively to defend or critique works of art. (III.VA.ARCM.1.2)

Plans/Organizes Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.	English Language Arts: Standard 2 Writing Process Strand Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
	Mathematics: Develop Mathematical Reasoning Demonstrate a deep and flexible conceptual understanding of mathematical concepts, operations, and relations while making mathematical and real-world connections. Students will develop an understanding of how and when to apply and use the mathematics they know to solve problems.
	Science Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time) and refine the design accordingly. (PS.PS2.5, CH.PS1.3, CH.PS3.4, PH.PS2.5, PH.PS3.4)
	Social Studies Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources. (3.A.9-12.1)
	Educational Technology Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. (4.a)
	Fine Arts - Visual Art Plan, theorize, experiment, and generate art using the elements of art and principles of design to complete a portfolio. (III.VA.CP.1.1)



Interpersonal Skills

Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.

Employability Skills	Oklahoma Academic Standards
Understands Teamwork and Works with Others Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.	Educational Technology Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. (7.c)
	Fine Arts - Drama/Theatre Demonstrate collaborative and interdisciplinary skills by cooperating as a creative team to make interpretive choices for a drama/ theatre work. (II.DT.CR.2.2)
	Physical Education Uses communication skills and strategies that promote team and group dynamics. (S4.H3.L1)
	Computer Science While working in a team, develop, test, and refine event-based programs that solve practical problems or allow self-expression. (L1.AP.PD.03)
	Information Literacy Incorporate multiple viewpoints in a group to solve problems and ask and answer questions. (5.12.1)
Responds to Customer Needs Students help fellow students understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).	Computer Science Evaluate and refine computational artifacts to make them more user-friendly, efficient and/or accessible. (L1.AP.PD.05)
Exercises Leadership Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles.	Health Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)
	Physical Education Assumes a leadership role in a physical activity setting. (S4.H3)
	Fine Arts - Visual Arts Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place. (I.VA.P.1.2)
	Fine Arts - Dance Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures. (II.D.CR.2.1)

Negotiates to Resolve Conflict Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).	Health Analyze effective communication strategies to prevent, manage, or resolve interpersonal conflict. (4.IC.12.3)
Respects Individual Differences Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams, and work well with all teammates.	Educational Technology Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. (7.a)
	Physical Education Accept others by engaging in cooperative and collaborative movement projects. (S4.H4) Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2)
	Fine Arts - Drama/Theatre Demonstrate collaborative and interdisciplinary skills by cooperating as a creative team to make interpretive choices for a drama/ theatre work. (II.DT.CR.2.2)
	World Languages Learners use the language to explore, explain and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)



Personal Qualities

Personal qualities are routinely displayed in students' everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.

Employability Skills	Oklahoma Academic Standards
Demonstrates Responsibility and Self-Discipline Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.	English Language Arts Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions. (12.1.S.1)
	Educational Technology Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. (1.a)
Adapts and Shows Flexibility Students adapt easily to different modes of instruction and different types of assignments.	Social Studies Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences. (5.B.9-12.3)
	English Language Arts Students will blend narrative, informative, and argumentative writing to suit their audience and purpose. (12.3.W.4)
Works Independently Students commit to time-on-task during class and begin work without fanfare.	English Language Arts Students will select texts for specific purposes and read independently for extended periods. (12.8.R)
	Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes. (12.8.W)
Demonstrates a Willingness to Learn Students are cooperative and noticeably engaged.	Fine Arts - Dance Demonstrate character-based skills (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. (I.D.PR.3.1)
	Fine Arts - Visual Art Engage in constructive critique with peers, then reflect, revise, and refine works of art and design consistent with personal artistic vision. (III.VA.CP.3.1)

Demonstrates Integrity Students treat work assignments with respect in that work is either original or credited correctly.	English Language Arts Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism. (12.6.W.3)
	Social Studies Integrate quotes, paraphrase, and summaries of research findings into writing while avoiding plagiarism. (5.B.9-12.2)
	Educational Technology Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (2.c)
Demonstrates Professionalism Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly.	Fine Arts - Drama/Theatre Develop respect by creating a personal code of theatre etiquette and ethics and respecting theatre practitioners and conventions such as copyright law. (II.DT.RE.3.4)
	Fine Arts - Media Arts Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, copyright, fair use, media literacy, social media, virtual worlds, and digital identity. (HS.MA.CN.2.2)
	Fine Arts - Visual Arts Understand the legal consequences of appropriation, fair use, copyright, open source, social media, and creative commons as they apply to works of art and design. (II.VA.P.2.2)
Takes Initiative Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.	Fine Arts - Dance Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements. (II.D.PR.1.2)
Displays a Positive Attitude and Sense of Self-Worth Students contribute positively to the class.	Health Evaluate the short- and long-term benefits of physical activity (e.g., improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases). (1.PA.12.3)
Takes Responsibility for Professional Growth Students are active listeners, seeking clarification and understanding when needed.	Fine Arts - Media Arts Demonstrate growth in artistic skills, technical skills, and soft skills by working in specified roles in the production of a variety of media art. (HS.MA.P.2.1)
	World Languages Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)
	Information Literacy Set and monitor goals to expand or continue volume or variety of titles, authors, and genres consumed. (1.12.5)



Resource Management

Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.

Employability Skills	Oklahoma Academic Standards
Manages Time Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.	Fine Arts - Dance Work collaboratively to produce dance performances in a variety of venues and design and organize the production elements necessary to fulfill the artistic intent of the dance works in each of the venues. (III.D.PR.3.4) Computer Science Create software that will provide solutions to a variety of users using a software development process. (LI.AP.PD.01)
Manages Money Students manage money in group projects requiring allocation of limited finances and resources (i.e., designing/marketing a toy, flipping a house, or planning a trip).	Personal Financial Literacy The student will describe the importance of earning an income and explain how to manage personal income through the use of a budget. (PFL.1) The student will explain and compare the responsibilities of renting versus buying a home. (PFL.10)
Manages Resources Students manage resources in projects requiring allocation of limited finances, resources (materials), and personnel.	Personal Financial Literacy The student will identify the procedures and analyze the responsibilities of borrowing money. (PFL.7) The student will describe and explain interest, credit cards, and online commerce. (PFL.8)
Manages Personnel Students gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.	Fine Arts - Drama/Theatre Demonstrate collaborative and interdisciplinary skills by working to develop theatrical production concepts, discover artistic solutions, and make interpretive choices in a drama/theatre work. (III.DT.CR.2.2) Fine Arts - Dance Expand solo, partner, and ensemble skills to greater ranges and skill levels. Execute complex movement sequences with others while maintaining relationships through focus and intention. (II.D.PR.2.1)



Information Use

Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation.

Employability Skills	Oklahoma Academic Standards
Locates Students use analytical strategies to determine the best medium for finding necessary information.	English Language Arts Students will find and comprehend information about a topic, using their own viable research questions. (12.6.R.1)
	Social Studies Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources. (3.A.9-12.3)
	Computer Science Use tools and techniques to locate, collect, and create visualizations of small and largescale data sets (e.g., paper surveys and online data sets). (L1.DA.CVT.01)
	World Languages Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures. (3.2)
Organizes Students use any graphic organizer—outline, concept map, organization chart, tables, etc. to sort information/data.	English Language Arts Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines. (8.6.R.2)
	Social Studies Analyze multiple causation and change over time by constructing and interpreting parallel timelines. (3.A.9-12.4)
	Mathematics: Develop the Ability to Make Conjectures, Model, and Generalize Make predictions and conjectures and draw conclusions throughout the problem-solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of problems.
	Educational Technology Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. (3.c)

Uses Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.	Social Studies Evaluate the usefulness of primary and secondary sources for specific inquiry, based on the author, date, place of origin, intended audience, and purpose. (3.A.9-12.2)
	Mathematics: Develop a Deep and Flexible Conceptual Understanding Demonstrate a deep and flexible conceptual understanding of mathematical concepts, operations, and relations while making mathematical and real-world connections. Students will develop an understanding of how and when to apply and use the mathematics they know to solve problems.
Analyzes Students assess information to determine which is relevant (does not have to be a mathematical analysis).	English Language Arts Students will evaluate the relevance, reliability, and validity of the information gathered. (12.6.R.3)
	Mathematics: Develop Strategies for Problem Solving Analyze the parts of complex mathematical tasks and identify entry points to begin the search for a solution.
	Information Literacy Identify, analyze, and counter misinformation related to the topic. (3.12.5)
Communicates Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.	English Language Arts Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences. (12.6.W.4)
	Social Studies Compose informative essays and written products, developing a thesis, citing evidence from multiple sources and maintaining an organized, formal structure. (5.A.9-12.2)
	Mathematics: Develop the Ability to Communicate Mathematically Students will discuss, write, read, interpret, and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.
	Educational Technology Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. (6.a)
	World Languages Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.2)
	Information Literacy Use information to create products for publication and/or discourse. (5.12.3)

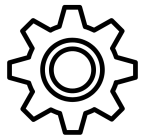


Communication Skills

Routinely displayed in students' everyday actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.

Employability Skills	Oklahoma Academic Standards
Communicates Verbally Students provide oral responses. Evidence ranges from impromptu short answers during a lesson to completing a formal oral presentation.	English Language Arts Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues. (12.1.S.3)
	Mathematics: Develop the Ability to Communicate Mathematically Students will discuss, write, read, interpret, and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.
	Fine Arts - Visual Arts Discuss and critique personal and peer created artwork using correct terminology. (II.VA.ARCM.1.2)
	World Languages Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Listens Actively Students are noticeably engaged through notetaking, questioning, and responding.	English Language Arts Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues. (12.1.L.1)
	Social Studies Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions and debates about social studies topics and texts. (4.B.9-12.3)
Comprehends Written Material Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.	English Language Arts Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences. (12.3.R.7)
	Social Studies Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments. (4.A.9-12.2)

Conveys Information in Writing Students rely on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions.	English Language Arts Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences. (12.7.W)
	Social Studies Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop a balanced argument. (5.A.9-12.3)
	Fine Arts - Dance Develop an artistic statement for an original dance study. Discuss how the use of movement elements, choreographic devices, and structures serve to communicate the artistic intent. (I.D.CR.2.2)
	Fine Arts - Visual Arts Reflect on artistic choices through written response. (II.VA.CP.1.3)
	Computer Science Using visual aids and documentation, illustrate the design elements and data flow (e.g., flowcharts, pseudocode) of the development of a complex program. (LI.AP.PD.04)
Observes Carefully Students interpret verbal and nonverbal communication efforts of others.	English Language Arts Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective. (12.1.L.2)
	Fine Arts - Drama/Theatre Identify choices in a drama/theatre work to understand multiple interpretations of a drama/theatre event and demonstrate the ability to receive and act upon coaching and feedback. (III.DT.RE.1.2)
	World Languages Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1)



Systems Thinking

A team working in sync to accomplish an assignment can be thought of as a system.

Employability Skills	Oklahoma Academic Standards
Understands and Uses Systems Students understand their roles and assignments when collaborating as a team (system) and contribute to the organizational structure and function of the team.	Fine Arts - Drama/Theatre Conceptualize a unified piece of drama/theatre by investigating the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work. (I.DT.CR.1.1)
	Fine Arts - Media Arts Demonstrate growth in artistic skills, technical skills, and soft skills by working in specified roles in the production of a variety of media art. (HS.MA.P.2.1)
	Computer Science Design software in a project team environment using integrated development environments (IDEs), versioning systems, and collaboration systems. (L2.AP.PD.02)
Monitors Systems Students devise methods to assess team (system) progress.	Fine Arts - Visual Arts Reflect on, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision. (III.VA.P.4.1)
	Information Literacy Seek and provide constructive feedback, revising products as needed. (5.12.4)
Improves Systems Students negotiate mid-course corrections, adaptations to team (system) tasks if necessary.	Educational Technology Students develop, test and refine prototypes as part of a cyclical design process. (4.c)
	Fine Arts - Dance Clarify the artistic intent of a dance by refining choreographic devices and dance structures. Work collaboratively or independently, using established artistic criteria, self-reflection, and feedback from others. Analyze and evaluate the impact of choices made in the revision process. (II.D.CR.3.1)
	Fine Arts - Drama/Theatre Revise, refine, and complete dramatic work (DT.CR.3)
	Information Literacy Evaluate the inquiry process, including questions, sources, searches, and collection and organization strategies, and determine if and how the inquiry process should change in the future. (5.12.6)



Technology Use

In the classroom and workplace, technology skills typically refer to the use of digital electronics.

Employability Skills	Oklahoma Academic Standards
Understands and Uses Technology Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.	Education Technology Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making. (5.a)
	Computer Science Develop programs for multiple computing platforms. (L2.AP.PD.03)
	Social Studies Compare and analyze complex maps and mapping technologies to explain relationships between the environment and events, past and present. (3.B.9-12.2)
	Fine Arts - Drama/Theatre Imagine technical elements for a unified drama/theatre concept by exploring technology and conducting research to inform the design of sets, costumes, sound, etc., in a drama/theatre work. (II.DT.CR.1.2)
	Information Literacy Apply search strategies to narrow or broaden a search, and use keywords to locate a variety of sources in databases, online catalogs, and web sources. (3.12.2)

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