## *Indiana Standards Alignment* Employability Skills (2019)

## <u>Legend</u>

The standard is clearly addressed by program activities.
This standard potentially could be addressed as of the <i>FIRST</i> <sup>®</sup> LEGO <sup>®</sup> League either by actions that the coach or teacher takes when working with the students or by conditions established by the program.

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	Standard	K-2			3-5			6-8	
	<b>Lifelong Learning</b> Demonstrate willingness to work and learn, and	<b>K-2.M.1</b> Begin to learn how to receive feedback from educators and use it for personal growth.	-	-	<b>3-5.M.1</b> Begin to ask questions when receiving feedback.	I	-	<b>6-8.M.1</b> Apply new strategies based on lessons learned from feedback.	-
ts (M)	continually apply new knowledge.	<b>K-2.M.2</b> Understand mistakes as a normal part of the learning process.	•	•	<b>3-5.M.2</b> Begin to discuss with peers about feedback received.	-	-	<b>6-8.M.2</b> Engage in feedback with peers to seek growth and learning opportunities from others.	-
Mindsets	<b>Self-Confidence</b> Possess belief in own ability to succeed and assert self when necessary.	<b>K-2.M.3</b> Recognize and demonstrate an understanding of self-confidence in attempting new skills.	•	•	<b>3-5.M.3</b> Apply and demonstrate self-confidence in a variety of settings.	•	•	<b>6-8.M.4</b> Demonstrate continuous growth in self-understanding.	•
		<b>K-2.M.4</b> Develop confidence, with the support of adult educators, when participating in the learning environment.	•	•					
K Ethic		<b>K-2.WE.1</b> Recognize and understand the components of self-discipline.	-	-	<b>3-5.WE.1</b> Apply understanding of positive self- motivated behaviors and understand necessary steps to avoid conflict.	-	-	<b>6-8.WE.1</b> Demonstrate understanding of potential consequences of responsibility.	-
Work	rules with minimal direction.				<b>3-5.WE.2</b> Use constructive strategies to resolve conflict.	-	-	<b>6-8.WE.2</b> Apply conflict resolution skills to de- escalate situations and resolve differences.	-

	Independence Successfully carry out	<b>K-2.WE.2</b> Understand what it means to have independence and take basic instruction.	•	•	<b>3-5.WE.3</b> Apply understanding of independence to complete tasks.	•	•	<b>6-8.WE.3</b> Complete tasks or activities with some prompting and guidance.	•
	expectations with minimal supervision.				<b>3-5.WE.4</b> Complete tasks or activities with prompting and guidance from adult educators.	•	•		
	<b>Perseverance</b> Demonstrate endurance, and capacity to complete tasks.	<b>K-2.WE.3</b> Understand what it means to persevere.	•	•	<b>3-5.WE.5</b> Demonstrate perseverance to complete tasks and activities.	•	•	<b>6-8.WE.4</b> Understand failure as an opportunity for growth.	•
	Time Management / Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.	<b>K-2.WE.4</b> Begin to understand and develop a relationship with time and organization.	-	-	<b>3-5.WE.6</b> Begin to take steps to organize and prioritize tasks.	-	-	<b>6-8.WE.5</b> Understand how to meet long-term goals by developing short term goals.	-
	Adaptability Manage transitions and adjust to changing situations and responsibilities.	<b>K-2.WE.5</b> Begin to develop an understanding of what it means to be adaptable.	-	-	<b>3-5.WE.7</b> Begin to understand coping strategies to deal with expected and unexpected change.	-	-	<b>6-8.WE.6</b> Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.	-
	<b>Integrity</b> Act in a trustworthy and honest manner.	<b>K-2.WE.6</b> Understand and begin to demonstrate the concept of integrity.	1	-	<b>3-5.WE.8</b> Consider consequences of actions on the well- being of self and others.	-	-	<b>6-8.WE.7</b> Understand and employ strategies for resisting pressures to engage in dishonest or unethical activities.	-
	<b>Professionalism</b> Demonstrate skills and behaviors appropriate for school and work environments.	<b>K-2.WE.7</b> Begin to develop an understanding of why attendance, dependability, and promptness are important at school.	-	-	<b>3-5.WE.9</b> Display a variety of skills needed for school, personal, and professional situations.	-	-	<b>6-8.WE.8</b> Provide evidence of meeting school expectations which are similar to success in workplaces (i.e., attendance, tardiness, homework completion, following policies, etc.).	-
Learning	<b>Effective Communication</b> Apply skills to clearly, effectively and convincingly express ideas and messages to others appropriate to the environment.	<b>K-2.LS.1</b> Share ideas in writing.	-	-	<b>3-5.LS.1</b> Communicate using different types of writing.	-	-	<b>6-8.LS.1</b> Communicate information to audiences in a variety of formats (i.e., large and small group presentations, e-mail communication, interview setting, etc.).	-

	<b>K-2.LS.2</b> Use speaking skills in different settings.	•	•	<b>3-5.LS.2</b> Communicate with others by applying a variety of speaking skills.	•	•	<b>6-8.LS.2</b> Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.	•
	<b>K-2.LS.3</b> Use technology to communicate with others.	-	-	<b>3-5.LS.3</b> Communicate with others using a variety of technology.	-	-		
	<b>K-2.LS.4</b> Identify personal interests and preferences.	-	-	<b>3-5.LS.4</b> Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.	-	-	<b>6-8.LS.4</b> Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).	-
<b>Aptitude Awareness</b> Identify and communicate individual interests and skills that align related coursework	<b>K-2.LS.5</b> Demonstrate an awareness of what it means to work.	-	-	<b>3-5.LS.5</b> Develop an understanding that all work has dignity.	-	-	<b>6-8.LS.5</b> Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.	-
and experiences to potential career paths and to in- demand occupations.	<b>K-2.LS.6</b> Explain the importance of personal characteristics (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.	-	-	<b>3-5.LS.6</b> Identify various ways occupations can be classified and explain the difference between paid and unpaid.	-	-	<b>6-8.LS.6</b> Develop a career plan by identifying a program of study which will lead to further education, training, and/or employment.	-
	<b>K-2.LS.7</b> Identify jobs present in the local community.	-	-	<b>3-5.LS.7</b> Describe non- traditional occupations.	-	-		
	<b>K-2.LS.8</b> Describe the work of family members and school personnel.	-	-					
	<b>K-2.LS.9</b> Identify simple strategies used in making choices.	-	-	<b>3-5.LS.8</b> Develop criteria for making decisions and predict results of choices to find the best solution.	-	-	<b>6-8.LS.7</b> Evaluate decisions and discuss the use of alternatives in decision- making situations.	-
<b>Decision-Making</b> Utilize critical thinking skills and perspectives of others to	<b>K-2.LS.10</b> Demonstrate basic steps in making a decision.	-	-	<b>3-5.LS.9</b> Understand how decision-making is related to career planning.	-	-		
make informed decisions based on options, rewards, risks, limits, and goals.	<b>K-2.LS.11</b> Understand the concept of setting and achieving goals.	-	-	<b>3-5.LS.10</b> Identify a short- term goal and develop a plan of action.	-	-		
	<b>K-2.LS.12</b> Consider advantages and disadvantages of each alternative when deciding.	-	-					

	<b>Initiative</b> Apply self-motivation and self-direction to work and learning.	<b>K-2.LS.13</b> Participate in class discussions and activities.	•	•	<b>3-5.LS.11</b> Complete assignments, projects, and activities with some redirection from teachers, mentors, or supervisors.	•	•	<ul> <li>6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.</li> <li>6-8.LS.10 Take an active participation in the learning</li> </ul>	•
	Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.	<b>K-2.LS.14</b> Listen to and follow classroom procedures.	•	•	<b>3-5.LS.12</b> Complete activities and assignments by following directions closely.	•	•	<b>6-8.LS.11</b> Complete activities and assignments thoroughly and accurately.	•
	Problem Solving Apply critical and creative thinking skills to resolve problems.	<b>K-2.LS.15</b> Utilize imagination and identify patterns.	•	•	<b>3-5.LS.13</b> Utilize effective questioning and brainstorming techniques.	•	•	<b>6-8.LS.12</b> Use prediction and evaluation skills to develop potential solutions.	•
Skills	<b>Regulation</b> Recognize and manage one's emotions.	<b>K-2.SE.1</b> Begin to demonstrate understanding of classroom guidelines/rules, and the consequences when they are not followed.	-	-	<b>3-5.SE.1</b> Demonstrate an understanding of the impact of choices/actions.	-	-	<b>6-8.SE.1</b> Able to recognize the different stressors and common stress responses.	-
nal		<b>K-2.SE.2</b> Begin to take responsibility for classroom roles and role as a learner.	-	-					
and Emotional Skills	<b>Connection</b> Demonstrate the ability to	<b>K-2.SE.3</b> Become aware of socially acceptable behavior with the support of adult educators.	-	-	<b>3-5.SE.2</b> Continue to try to understand how the other students might think, feel, and/or respond.	-	-	<b>6-8.SE.2</b> Demonstrate an awareness of the needs and rights of others.	-
	network with others through social awareness and cultural sensitivity.	<b>K-2.SE.4</b> Begin exploring both the similarities and differences between self and others.	-	-				<b>6-8.SE.3</b> Demonstrate an understanding of different cultural practices and others' worldviews.	-
Social	<b>Collaboration</b> Work well with others in a team.	<b>K-2.SE.5</b> Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.	-	-	<b>3-5.SE.3</b> Engage in cooperative game play.	•	•	<b>6-8.SE.4</b> Begin to apply empathic listening skills to enhance the understanding of what the other person is saying.	-