



ALIGNMENT

SOAR 3.0 × Alaska Content Standards: Employability (Standards A & B)

SOAR 3.0 addresses 6 of the 12 performance items in Alaska's Content Standards for Employability (Standards A and B): 2 met in the curriculum as taught, 4 met with a usage note. The remaining 6 are career-technical content outside SOAR's scope and are named as exclusions (job-seeking, self-employment, organizational/economic context, workplace safety, labor law, and support resources). No coverage percentage is claimed.



WHERE TO FIND EACH CORRELATION

The six items SOAR meets are taught in **SOAR 3.0 — the student book and software**. Each of those rows names the lesson and the section inside it, never a lesson title alone. One row (B.3) also lists a SOAR ELA Map, marked **ELA Maps (optional)**: additional correlation for schools that have the maps, never the sole evidence for the row. The ELA Maps are a separate product, often bundled with SOAR Learning. The other six items are not taught in SOAR; each prints in the table as a named exclusion.

ABOUT THIS DOCUMENT

Alaska's Content Standards for Employability are a career-technical framework: two content standards, A (employability skills for the transition from school to work and lifelong learning) and B (career interests and career planning), with twelve performance items beneath them. SOAR Learning & Soft Skills (3.0) is a study-skills and soft-skills curriculum for grades 6–12. This document correlates all twelve items and states the result plainly: **SOAR addresses 6 of the 12**. The remaining six are career-technical content that SOAR does not teach. Pair SOAR with a CTE course for those six items.

HOW TO READ THIS CORRELATION

Every row carries a verdict. **MET — IN THE CURRICULUM** means the printed lessons and tools satisfy the item as taught. **MET — WITH USAGE NOTE** means SOAR teaches the core of the item directly, and the usage note states which part SOAR does not teach and the specific assignment that completes it using routines students already run. **NAMED EXCLUSION** means SOAR does not teach that content and makes no claim to it. Excluded items stay in the table, in Alaska's order and wording, so you can see exactly where the boundary falls; one of them (A.3) also lists adjacent support, which is not a claim of coverage.

EVIDENCE BASE

SOAR here means the complete instructional system — student lessons, teacher-led activities, companion tools, assessments, and the SOAR software — not a claim that every phrase of a performance item appears verbatim in a single lesson.

Code	Alaska performance item (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
STANDARD A — A STUDENT SHOULD BE ABLE TO DEVELOP AND BE ABLE TO USE EMPLOYABILITY SKILLS IN ORDER TO EFFECTIVELY MAKE THE TRANSITION FROM SCHOOL TO WORK AND LIFELONG LEARNING.			
A.1	Develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self-discipline, initiative, reliability, accuracy, productivity, respect, and perseverance.	SOAR 3.0 (book + software): - Lesson 4: Identify Your Priorities — students name what matters and what they will stop doing; the self-discipline base. - Lesson 6: Schedule Time to Take Action — the weekly planning routine builds punctuality and dependability. - Lesson 9: Organize Your Time & Manage Stress — anchor points and follow-through when the week goes sideways. - Lesson 18: How to Track Progress & Keep Moving Forward — perseverance, self-correction, honoring commitments. Teacher Presentation Tool — Writing Reflection (every lesson); Progress Markers: Activities & Anecdotal Observations, where teachers record work-ethic behaviors across subjects over time.	MET — IN THE CURRICULUM
A.2	Understand how to apply skills and academic knowledge in a variety of work settings.	SOAR 3.0 (book + software): - Lesson 2: What Are Your Strengths & Superpowers — students name transferable strengths. - Lesson 18: How to Track Progress & Keep Moving Forward — students customize and re-apply their own system. Assessments: Progress Markers: Activities & Anecdotal Observations (assesses strategy application across subjects); Portfolio Development: Skill Demonstration Form & Portfolio; Final Project: Exit Presentation. Usage note: SOAR evidences transfer across academic settings. To meet the workplace half of this standard, assign one Skill Demonstration Form on a non-academic setting — a job, internship, volunteer role, club office, or family business task.	MET — WITH USAGE NOTE

Code	Alaska performance item (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
A.3	Understand the process for seeking employment including résumé development, application completion, interview skills, and appropriate dress for work settings.	Named exclusion: résumé writing, job applications, interviewing, and workplace dress are not taught in SOAR. Adjacent support only (not a claim of coverage): Lesson 11: How to Communicate with Teachers & Peers — the email and self-advocacy scripts transfer to employer contact; Lesson 17: How to Give Presentations — delivery skills that carry into an interview. Districts pair SOAR with a CTE job-seeking unit for this standard.	NAMED EXCLUSION
A.4	Understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances.	Named exclusion: entrepreneurship, marketing studies, business plan development, and business finance are not taught in SOAR.	NAMED EXCLUSION
A.5	Understand how an individual job fits into the overall organization and how the organization fits into the overall economy.	Named exclusion: organizational structure and economics are not taught in SOAR.	NAMED EXCLUSION
A.6	Understand the need for safe practices in workplaces.	Named exclusion: workplace safety is not taught in SOAR.	NAMED EXCLUSION
A.7	Understand employer and employee rights and responsibilities.	Named exclusion: labor law, employer obligations, and employee rights are not taught in SOAR.	NAMED EXCLUSION
STANDARD B — A STUDENT SHOULD BE ABLE TO IDENTIFY CAREER INTERESTS AND PLAN FOR CAREER OPTIONS.			
B.1	Identify and appreciate personal interests, aptitudes, abilities, and priorities.	SOAR 3.0 (book + software): - Lesson 2: What Are Your Strengths & Superpowers — the strengths inventory; students name aptitudes and abilities in their own words. - Lesson 3: How Does Our Brain Learn? — students identify how they personally take in and hold information. - Lesson 4: Identify Your Priorities — the priorities and anti-priorities exercise. Assessments: Study Skills Scorecard (printable pre/post self-inventory) — students rate their own skills before and after the course.	MET — IN THE CURRICULUM
B.2	Identify possible career options, considering both employment and self employment, and understand how changes in the workplace affect career choice.	SOAR 3.0 (book + software): - Lesson 2: What Are Your Strengths & Superpowers — “How am I smart?”: students score their own strengths, then read the careers that use each one, including “entrepreneurs/self-employed.” - Lesson 1: Why Study Skills? — “Why learn study skills?”: the survey of the skills employers in growing industries need most. - Lesson 5: Create Your Goals — the long-range goal routine. - Lesson 6: Schedule Time to Take Action — converting a goal into scheduled action. Usage note: SOAR connects each student's strengths to career options. To complete this standard, each student names one employment option and one self-employment option from their Lesson 2 results, names one change already reshaping that field, then sets a Lesson 5 goal toward the option they choose.	MET — WITH USAGE NOTE

Code	Alaska performance item (verbatim)	Where it is taught · what students do · usage note where applicable	Verdict
B.3	Use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options.	SOAR 3.0 (book + software): - Lesson 15: How to Write Paragraphs & Essays — collecting research and numbering each source on the 3D Writing Organizer. - Lesson 15 Articles (student lesson and Teacher Presentation Tool): “How to Do Online Research & Verify Sources.” ELA Maps (optional): Nonfiction Notes Map — Social Studies, Step 3: Evaluate the Author (rank the author’s motivation: persuade / inform / entertain). Usage note: run the Lesson 15 research routine on labor-market data. Students collect and number two sources on their chosen field’s outlook, then use “How to Do Online Research & Verify Sources” to judge each source before drawing a conclusion.	MET — WITH USAGE NOTE
B.4	Identify education and/or training needed for career options and advancement, and develop a career plan.	SOAR 3.0 (book + software): - Lesson 5: Create Your Goals — long-range goals broken into milestones. - Lesson 6: Schedule Time to Take Action — the action plan and calendar. - Lesson 18: How to Track Progress & Keep Moving Forward — reviewing and revising the plan. Usage note: run the goal-and-action-plan cycle once on a multi-year education and training plan rather than a term-length academic goal. The artifact students produce is the career plan this standard asks for.	MET — WITH USAGE NOTE
B.5	Identify resources available to support education and training related to career possibilities.	Named exclusion: financial aid, scholarships, training providers, and workforce agencies are not taught in SOAR.	NAMED EXCLUSION

NOTES

Claim. SOAR 3.0 addresses 6 of the 12 performance items in Alaska’s Content Standards for Employability (Standards A and B): 2 met in the curriculum as taught, 4 met with a usage note. The remaining 6 are career-technical content outside SOAR’s scope and are named as exclusions (job-seeking, self-employment, organizational/economic context, workplace safety, labor law, and support resources). No coverage percentage is claimed.

Scope. Alaska’s Employability standards include career-technical content — job-seeking, self-employment, organizational and economic context, workplace safety, labor law, and education and training resources. SOAR is a study-skills and soft-skills curriculum. It does not teach that content, so those six items are listed as named exclusions rather than stretched to fit, and this correlation states no coverage percentage. Two items are taught directly; four are met with a usage note. Pair SOAR with a CTE course for the six excluded items.

Optional citation. The line marked **ELA Maps (optional)** in B.3 is additional correlation for schools that have that map. It is never the sole evidence; B.3 stands on the SOAR 3.0 book and software.

Alaska coding. Alaska publishes Employability as two lettered content standards (A and B) with performance items beneath each. Alaska does not print a code for the individual items, so this correlation numbers them A.1–A.7 and B.1–B.5 in source order.

Source. Alaska Department of Education & Early Development, Alaska Content Standards — Employability, p. 13.

Keeping this current. *Updated Oct 2026. Standards bodies revise; if your state has updated its standards since this date, contact us and we’ll update the correlation.