

10th Grade ICAP Standards

Self-Awareness

An understanding of how one's unique interests, talents, and aspirations play a role in decision-making and interpersonal relationships. Individual thoughts and feelings that get students excited about life and learning, and the ability to articulate passions and dreams, including recognizing challenges and potential barriers to attaining goals, and how healthy lifestyles contribute to personal and professional success.

Element 1: Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions. Students could:

- participate in self-discovery exercises/assessments in order to uncover potentially hidden talents, interests, and aspirations;
- identify the unique characteristics and attributes that set her/him apart from other people and allows them to express themselves as individuals
- articulate, through written essay or other creative work, how their unique attributes may contribute to or possibly hinder their career success

Element 2: Students will demonstrate personal understanding of how their mindsets and behaviors impact their personal learning styles, self-management, and social skills. Students could:

- demonstrate critical thinking skills to make informed, ethical, and socially responsible decisions regarding their personal wants, needs, and aspirations in relation to their postsecondary goals
- demonstrate effective collaboration and cooperation skills by engaging in extracurricular activities with others who share the same interests, passions, or personal goals for success
- apply self-determination and self-discipline to learning in order to enhance their aptitude and self-confidence when faced with difficult tasks
- demonstrate their ability to work independently toward achieving an academic or personal goal
- demonstrate the ability to effectively balance academic, personal, and community activities in order to achieve a holistic sense of wellness

Activities to meet this Quality Indicator & Standard:

Sources of Strength
Strengths Finder - Naviance
Set Goals – Naviance
Do What You Are – Naviance
My Game Plan - Naviance

Career Awareness

An understanding of the difference between jobs, occupations, and careers and the impact this might have on one's career satisfaction. Ability to articulate the implications of a wide range of local regional, national, and global career pathways and opportunities, while giving consideration to economic, cultural influences, and the impact of stereotypes on career choice.

Element 1: Students will demonstrate knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas. Students could:

- identify one primary career pathway in which she/he discovers an interest, while recognizing the local, regional, national, and global implications for that career field
- identify two additional career pathways in which she/he discovers an interest, as identified by the Colorado Career Cluster model

Activities to meet this Quality Indicator & Standard:

Career Key – Naviance

Career Interest Profiler (review from 9th grade or redo) – Naviance, CIC, O*Net

Road Trip Nation – Naviance

Job Shadow

Sources of Strength – Stereotypes and how they might cause barriers in career path

4 year plan

Postsecondary Aspirations

Participation in career exploration activities centered on students' passions, interests, dreams, visions of their future-self, and perceived options.

Element 1: Students could participate in activities that allow them to explore occupations based on dreams, passions, and individual interests. Students could:

- describe the future visions they have of themselves within the workforce, through a written paper or presentation designed to articulate future goals, dreams, and aspirations
- participate in extracurricular activities that support their life interests that relate to their postsecondary vision of themselves

Activities to meet this Quality Indicator & Standard:

My Game Plan – Naviance

PSAT Test & Prep –Khan's Academy

Resume Builder

College Fair

Postsecondary Options

The knowledge and application of a variety of postsecondary and career opportunities and advancements available by using tools such as career clusters, personality assessments and learning style inventories highlighting individual strengths and capabilities.

Element 1: Students could develop self-awareness of their personal motivations, abilities, limitations, interests, and skills and apply these to career options and selections. Students could:

- apply knowledge gained from career and college-ready assessments to their own postsecondary plans.
- apply knowledge of personal strengths and challenges to the selection of their postsecondary career options.
- demonstrate critical thinking and informed decision making skills to assess possible career pathways that best fit their skills, abilities, and interests.
- utilize what they know about themselves in relation to the world, in order to communicate an academic action plan to achieve future goals through a portfolio or multiple print or digital sources.

Activities to meet this Quality Indicator & Standard:

Career Key – Naviance
Super Match -Naviance
Colleges I’m Thinking About – Naviance
Department of Education – College Scorecard
College Fairs

Environmental Expectations

An ecological system in which school, family, community, culture, and worldview influence the students’ career development and post-secondary plans.

Element 3: Students could understand how values and beliefs within multiple environments (school, home, and community) influence future career and other postsecondary options. Students could:

- articulate through written essay or other creative work, their cultural and environmental norms, values, and beliefs as they relate to career choices
- identify their own family structural and financial limitations influencing postsecondary and career options
- identify specific limitations to their career choice based on their geographical region
- identify specific environmental factors that influence their physical, emotional, and mental health in relation to career choice, and develop a plan for combating those factors to reduce negative impact

Activities to meet this Quality Indicator & Standard:

Enrichment –Naviance
My Next Move – Align careers of interest with Bright Spot
Sources of Strength

Academic Planning

The skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

Element 1: Students could demonstrate the academic discipline mindsets and behaviors for successful course completion (*academic discipline* includes organization, planning, and effort). Students could:

- demonstrate the ability to complete coursework in a timely manner using organizational skills (i.e., electronic calendar, graphic organizer)
- demonstrate appropriate personal/social and conflict resolution skills, in order to reduce disciplinary outcomes
- demonstrate self-advocacy and self-assertion through use of appropriate communication skills when engaging teachers, parents, and fellow students as issues arise over coursework
- demonstrate through written essay or other creative work, an understanding of how their own academic behaviors and mindsets influence their career and college choices such as, setting high academic goals, demonstrating self-discipline, motivating themselves, managing stress, and organizing their lives to get better grades

Element 2: Students will demonstrate the necessary knowledge of how the Colorado State Standards apply to their chosen future career clusters and any other postsecondary options they are interested in pursuing. Students could:

- identify the importance of using effective communication, teamwork, collaboration, cooperation, and problem-solving skills in the workplace, and be able to demonstrate those skills in the classroom.
- apply personal responsibility and accountability skills as evidenced by a turning in assignments on time, and reducing instances of tardiness and absenteeism

Activities to meet this Quality Indicator & Standard:

Learning Styles

4 Year Plan

11th Grade Registration

Career Development Center

Concurrent Enrollment

Employability Skills

To define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.

Element 1: Students will demonstrate their knowledge of skills, aptitude, and educational requirements related to a particular career field. Students could:

- identify relevant employability systems, including interpersonal, technological, and community systems
- access multiple employability resources within their local, state, national, and international community

Activities to meet this Quality Indicator & Standard:

Resume for Dream Job

Job Shadow