

11th 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 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

Activities to meet this Quality Indicator & Standard:

My Advantage
My Game Plan – Naviance
Do What You Are – Naviance
Create Goals
Sources of Strength

sense of wellness

Element 3: Students will demonstrate personal awareness and social maturity through the development of positive relationships with peers, teachers, and other adults. Students could:

- develop a personal/professional network of adult mentors that she/he may access for guidance and support when developing career or postsecondary goals
- participate in specific assessments that identify unique, individual, leadership qualities. Those leadership qualities may be developed and enhanced through practice and self-reflection
- identify individuals (peers or adults) upon whom she/he may rely for support in order to effectively transition through challenging situations at home, school, or within their community
- demonstrate self-advocacy skills and be able to assert herself/himself through the use of appropriate oral and written communication

Activities to meet this Quality Indicator & Standard:

Sources of Strength

My Game Plan

Enrichment

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 2: Students will be able to articulate and utilize information regarding the influences and impact of cultural biases and stereotypes on career options. Students could:

- identify the impact of negative stereotypes and how these cultural biases may cause barriers to a career pathway for themselves and others
- articulate through written essay or other creative work, the implications of how culture impacts career choices
- demonstrate an understanding of the economic influences and impact on career pathways in which they are interested
- identify and communicate the implications of multiple ways in which the average salary in a particular career field influences lifestyle choices
- identify and utilize multiple personal and community resources that inform them about career pathways and assist them in making career choices

Activities to meet this Quality Indicator & Standard:

Career Interest Profiler (Review or Redo) – Naviance, O*Net or CIC

Research Average Salary & Lifestyle – O*Net

Career Fair

Job Shadow

Cost of Education to Anticipated Salary – Return on Investment

Career Key

Postsecondary Aspirations

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

Element 3: Students could demonstrate knowledge and understanding of how their dreams and interests translate into career fulfillment. Students could:

- create a presentation or write an essay describing their future vision of themselves within the workforce, including how they plan to make this vision a reality

- include in their essays or presentations, how their values and academic aspirations support future personal life needs, wants, and goals, and how their plan of action addresses these issues

Activities to meet this Quality Indicator & Standard:

Resume Builder
My Game Plan
Review Naviance Portfolio
SAT Prep – Khan Academy

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:

Super Match – Add Colleges
Colleges I’m Interested in – Add Colleges
Scholarship Search

Environmental Expectations

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

Element 2: Students could actively participate in extracurricular activities in order to decrease the likelihood of engaging in risky behaviors while demonstrating behavior that positively impacts postsecondary and career options. Students could:

- actively avoid involvement in negative environmental associations, in order to reduce the likelihood of negative impact on their postsecondary options and career choices

- actively pursue participation in positive environmental resources (community afterschool programs and clubs) which have a beneficial impact on postsecondary and career choice

Activities to meet this Quality Indicator & Standard:

Sources of Strength

Academic Planning

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

Element 3: Students will enroll in necessary courses to complete high school graduation through Individual Career and Academic Plan (ICAP) completion and curriculum alignment. Students could:

- apply information from personal interests, values, and abilities assessments to select college and/or career options
- select high school coursework that is compatible with their individual career cluster interests
- demonstrate intentional, self-directed, educational planning by accessing academically challenging course work, (i.e., concurrent enrollment, Advanced Placement, or other options to align their career aspirations)

Activities to meet this Quality Indicator & Standard:

Update Course Planner

12th Grade Registration – Career Development Center, Concurrent Enrollment, AP

Employability Skills

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

Element 2: Students will actively develop personal and professional employability traits by engaging in classroom and community opportunities. Students could:

- articulate, through written essay or other creative work, their personal and professional strengths related to meeting individual educational or occupational goals
- articulate the specific ways in which she/he are actively working toward enhancing personal and professional traits in relation to a given career pathway

Resume/Portfolio
Mock Interviews
Job Shadow, Internships, Volunteer, Community Service Projects
Job Fair

Financial Literacy

To have an awareness of and be able to articulate the cost of postsecondary options and apply this awareness to their postsecondary career and academic planning process.

Element 2: Students will demonstrate by the beginning of 11th grade, knowledge of specific financial options available to them through the State of Colorado in order to pursue their postsecondary options. Students could:

- utilize *College in Colorado*, along with other postsecondary resources to assist them in the financial aspect of individual postsecondary planning
- complete a budget that includes future earnings and expenses
- complete the *Colorado Opportunity Fund* application, if she/he has not already done so
- identify and utilize the financial support options that are best suited to fund their postsecondary plans. These options may include traditional scholarships, federal or private student loans, technologically-based funding resources, or other non-traditional means of financial support

Activities to meet this Quality Indicator & Standard:

FAFSA
COF
FAFSA4caster
Scholarship Searches
College Search – Tuition Costs, Housing, etc.

Notes/Comments: