

9th 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

Activities to meet this Quality Indicator & Standard:

Strengths Explorer – Naviance
Sources of Strength
Extracurricular Activities – Clubs, Sports, Community Service
9th Grade Orientation

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 Interest Profiler-Naviance
Cluster Finder-Naviance
Road Trip Nation – Naviance
Career Fairs
Interest Profiler –CIC
My Next Move- O*Net

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:

A Picture of Me – CIC

Set 2 Goals (1 Academic and 1 Extracurricular) – Naviance

Career Fairs

Enrichment Programs – Naviance

Career Development Center Visit/Open House

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 3: Students could understand and apply the self-management, academic, social skills, and behaviors necessary to reach their optimal postsecondary potential.

- actively engage in challenging coursework, advanced placement opportunities, extra-curricular clubs, organizations, and college or workforce preparation programs available to them
- demonstrate knowledge of basic vocabulary, mindsets, and behaviors appropriate for professional interaction
- demonstrate knowledge of the application and interviewing process: including dressing for success, identifying personal strengths and abilities, and communicating effectively as demonstrated through verbal and written assessments
- demonstrate executive processes or self-management skills including, effective reasoning, critical thinking, using logic, forming arguments in a socially acceptable manner, assuming personal responsibility, and managing personal life transitions

Activities to meet this Quality Indicator & Standard:

10th Grade Registration Activities
Begin Resume Building – Partner with English Teachers

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:

Career Key (Holland's Code) – Naviance
Interest Profiler (Holland's Code) – My Next Move (O*Net)
Sources of Strength
Learning Styles Inventory - Naviance

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

Activities to meet this Quality Indicator & Standard:

Learning Styles Inventory – Naviance
 Infinite Campus – Check Grades, GPA, etc.
 10th Grade Registration
 College Fair
 4 year Course Planner - Naviance

Employability Skills

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

Element 3: Students will articulate the ways in which they are developing essential employability skills. Students could:

- demonstrate how she/he is actively working toward improving academic competencies related to basic employability skills (i.e. math, writing)
- actively work toward the goals outlined on their personal action plan for improving basic employability skills (i.e. math, writing)
- articulate through written essay or other creative work, the impact academic performance may have on their future career options

Activities to meet this Quality Indicator & Standard:

Transferable/Employability Skills – Match skills to careers in O*Net
 Transferable Skills Checklist – CIC
 Job Shadow

Notes/Comments:

