

Scope and Sequence - Objectives

Below is a matrix of POSSIBLE objectives you might select to do with your students in order to develop a meaningful ICAP Process. On the far left you will find the statutory minimums and on the right you will find developmentally appropriate objectives that will meet the requirements. In order to help all students to become college and career ready, it is considered a best practice to think about the climate and culture of the school/district in which the ICAP process is being developed. Think about the unique needs and characteristics of the students and community you serve. Based on those attributes develop a scope and sequence that is appropriate for your school/district. Once you have established developmentally appropriate objectives, use the matrix on the second page to help you think of developmentally appropriate actions/activities that can be used for meeting the objectives.

	Elementary	Middle	Lower High	Upper High
CDE Standards for ICAP (taken from 1 CCR 301-81, section 2.01) - Objectives	Awareness	Discovery	Research/Initiation	Applied Experience/ Transition
<p>Individual Exploration/Self Discovery - Documentation of quality self-exploration activities allowing students to become aware of their passions, values, personality, strengths, abilities, skills, aptitudes, roles, financial aspirations which guide subsequent career exploration efforts.</p> <p>•Interest surveys Rule 2.01(1)(a) •Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education, Rule 2.01(1)(i)</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of their preferences, interests and dreams • Demonstrate knowledge of individual strengths and needs • Demonstrate ability to appreciate their unique aptitudes, abilities, strengths, barriers and challenges • Demonstrate knowledge of their culture and environment 	<ul style="list-style-type: none"> • Understand the relationship of personal abilities, goals, skills, interests, and motivation to academic achievement • Identify a personal and/or academic goal • Create a plan for goal attainment • Evaluate and make meaningful adjustments to goal/plan • Share with others: personal, strengths, skills aptitudes, skills 	<ul style="list-style-type: none"> • Demonstrate knowledge of their preferences, interests, hopes, dreams, passions and individual interests • Demonstrate ability to appreciate their unique aptitudes, abilities, strengths, barriers and challenges • Demonstrate ability to make informed decisions • Recognize the effect of peer pressure on decision making • Understand the consequences of decisions and choices • Demonstrate appropriate skills for interactions with adults and developing and maintaining 	<ul style="list-style-type: none"> ▪ Identify personal preferences, skills, and interests that influence career choices and success ▪ Demonstrate critical thinking skills to make informed, ethical and socially responsible decisions regarding wants, needs, and aspirations ▪ Understand the relationship among, and importance of respecting rules, laws, safety, and the protection of individual rights ▪ Understand when and how to utilize family, peer, school, and/or community resources ▪ Use appropriate communication and

			<p>positive peer relationships</p> <ul style="list-style-type: none"> • Use appropriate communication and conflict resolution skills with peers and adults • Understand how character traits, interests, abilities, and achievement relate to attaining personal, educational, and career goals • Demonstrate knowledge of their culture and environment • Demonstrate ability to take care of oneself emotionally and physically 	<p>conflict resolution skills with peers and adults</p> <ul style="list-style-type: none"> ▪ Apply problem solving and decision making skills to make safe and healthy choices
<p>Career Exploration - Documentation of the student's efforts in exploring careers, including: a written postsecondary and workforce goal for the student; yearly benchmarks for reaching that goal; interest surveys that the student completes, and anticipated postsecondary studies.</p> <ul style="list-style-type: none"> • A written postsecondary and workforce goal for the 	<ul style="list-style-type: none"> ▪ Understand the concepts of job and career ▪ Build awareness around the world of work and the importance of education to a successful life ▪ Students associate the work lives of adults to subject matters being learned in school ▪ Understand the 	<ul style="list-style-type: none"> ▪ Build awareness of career planning and acquire information about careers and educational and training pathways leading to them. ▪ Students use research and information resources to obtain career information ▪ Students associate adults and their work lives with subject 	<ul style="list-style-type: none"> ▪ Explore a variety of career clusters, pathways and industry sectors. ▪ Learn about postsecondary education and the variety of postsecondary training that leads to various careers. ▪ Learn about the variety of traditional and nontraditional 	<ul style="list-style-type: none"> ▪ Learn about workplace culture through activities and their leadership style ▪ Understand how changing economic and societal needs influence employment trends and future training ▪ Understand how work and leisure interests can help to achieve personal success and satisfaction ▪ Demonstrate knowledge

<p>student, Rule 2.01(1)(a)</p> <ul style="list-style-type: none"> •Anticipated postsecondary Studies, Rule 2.01(1)(a) •Yearly benchmarks for reaching that (postsecondary) goal, Rule 2.01(1)(a) •Interest surveys Rule 2.01(1)(a) •Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education, Rule 2.01(1)(i) 	<p>importance and value of work and jobs to society</p>	<p>matters learned in school and understand in general terms what qualifies people for that work.</p> <ul style="list-style-type: none"> ▪ Students can describe traditional and nontraditional career choices and how they relate to career choice ▪ Students understand the effect of career choices on quality of life 	<p>occupations and related training options</p> <ul style="list-style-type: none"> ▪ Understand the influences and impact of cultural biases and stereotypes on career options ▪ Develop skills to locate, evaluate and interpret career information. ▪ Supported in making informed decisions about possible career paths ▪ Understand the effect of career choices on quality of life 	<p>of the current job market trends</p> <ul style="list-style-type: none"> ▪ Understand that self-employment is a career option and demonstrate knowledge of the variety of professional, technical and vocational skills necessary for self-employment ▪ Understand the value of ethical standards and behaviors in education and the workplace
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<p>Academic and Career Planning and Management –</p> <ul style="list-style-type: none"> • An intentional sequence of courses reflecting progress toward accomplishment of the student’s postsecondary and workforce objectives, Rule 2.01 (1)(c) • Academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment credits earned , Rule 2.01(1)(b) • Concurrent Enrollment The student’s postsecondary studies as the student progresses through high school Rule 2.01(1)(g) • Relevant assessment Scores, Rule 2.01(1)(d) • Other data reflecting student progress toward postsecondary and workforce readiness, including the student’s understanding of the financial impact of postsecondary education, Rule 2.01(1)(i) •The student’s plans for and experiences in Contextual and Service Learning, if applicable , Rule 2.01(1)(e) • Contextual and Service Learning: Activities performed by the student that establish connections between school-based instruction and the world 	<ul style="list-style-type: none"> ▪ Understand the expectations of the educational environment ▪ Build awareness that learning, critical thinking, and working hard are key habits to develop to be a happy and successful worker in the future. ▪ Understand the importance of individual effort, hard work, and persistence ▪ Understand the relationship of academic achievement to current and future success in school ▪ Demonstrate individual initiative and a positive interest in learning ▪ Use appropriate communication skills to ask for help when needed ▪ Work cooperatively in small and large groups towards a common goal ▪ Use study skills and test-taking strategies 	<ul style="list-style-type: none"> ▪ Apply study skills necessary for academic achievement ▪ Understand the importance of planning. ▪ Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to academic success ▪ Demonstrate employability skills such as individual initiative, teamwork, problem solving, time management, organization, and communication ▪ Use research skills to locate, evaluate, and interpret career and educational information ▪ Demonstrate awareness of educational, vocational, and technical training opportunities available in high school ▪ Use critical thinking skills and test-taking strategies ▪ Understand the choices, options, and 	<ul style="list-style-type: none"> • Demonstrate understanding of the education and training needed to achieve career goals • Use research skills to locate, evaluate, and interpret career and educational information • Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market ▪ Identify the relationship of course content, educational achievement, and career choices ▪ Demonstrate awareness of educational, vocational, and technical training opportunities available in high school and beyond ▪ Understand the relationship of dependability, productivity, and initiative to academic and job success ▪ Understand the importance of high school course and/or 	<ul style="list-style-type: none"> ▪ Understand how the changing workplace requires lifelong learning, flexibility, and the acquisition of new employment skills ▪ Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication, ▪ Demonstrate skills involved in locating, using, and interpreting a variety of career and educational resources ▪ Develop and utilize time and task management skills and other key employability skills ▪ Apply decision making skills to career planning ▪ Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market ▪ Use employability and job readiness skills in internship, mentoring, shadowing and/or employment experience
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<p>of work, careers, and learning that occurs beyond the school itself, Rule 2.00(4)</p> <ul style="list-style-type: none"> •A record of the student’s college application or alternative applications as they are prepared and submitted, Rule 2.01(1)(f) •The student’s progress toward securing scholarships, work study, student loans, and grants, Rule 2.01(1)(h) 		<p>requirements of the middle school environment</p> <ul style="list-style-type: none"> ▪ Understand the importance of high school course and/or program selection in relation to future academic and career options ▪ Understand high school graduation requirements ▪ Understand individual assessment results in relation to educational progress 	<p>program selection in relation to future academic and career options</p> <ul style="list-style-type: none"> ▪ Understand high school graduation requirements and post-secondary entrance requirements ▪ Understand individual assessment results in relation to educational progress ▪ Demonstrate the skills needed to develop a high school academic and career plan based on ability, interest, and achievement 	
<p>Evidence of ICAP completion – Annual Reflection (Portfolio, Plan, Project, Performance etc.)</p>				