SCOPE and SEQUENCE - Actions

	Elementary	Middle	Lower High	Upper High
CDE Standards for ICAP (taken from 1 CCR 301-81, section 2.01) - **Actions**	Awareness	Discovery	Research/Initiation	Applied Experience/ Transition
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. •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)	• Learn about the elements of a SMART goal • Define dreams, passions, and interests • Develop a personal timeline	• Interest inventories ask students questions about their interests in relation to a variety of disciplines and skills • Students take assessments that identify their preferred learning styles • Learn about the elements of decision making • Learn about the culture and climate of one's community • Learn about personal biases and beliefs regarding one's future	• Assessments that identify a student's personality type in order to understand different personality types when considering careers through the lens of personality as well as considering post-secondary education through the lens of personality • Identify internal strengths and external supports	• Envisioning of possible self: clarifying vision of future self, working toward future self • Setting and sticking to great goals • How to be resilient when faced with adversity
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.	• Classroom or program activities incorporate examples of those who work in related fields. • Role models who visit classrooms or programs bring objects or demonstrations related to their work. They describe their work in general terms	▪ Websites and print information offering self-assessments, background information on careers, jobs and the training that leads to them ▪ Activities or assignments introduce career planning and	▪ Websites and print information offering self-assessments, background information on careers, jobs and the training that leads to them. ▪ Career fairs, expos, campus visits. Large events host a variety	▪ Role model and mentoring. Role models describe their work in general terms, where they work, typical workday, annual earnings, post-secondary education and training, and early interest in the careers. They also describe what

SCOPE and SEQUENCE - Actions

• A written postsecondary and workforce goal for the student, Rule 2.01(1)(a) •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)	and relate it to elementary school subjects. They briefly describe how they got interested in their work, particularly if the interest developed in younger years • Field trips associate classroom or program content to work environments or careers. • Classroom discussions relate the skills students are learning to the world outside the classroom. • Group activities provide cooperative learning experiences toward a common goal • Learning about high skill and careers of the future	use internet research give access career-planning information ▪ Classroom or program activities incorporate examples of careers in related fields ▪ Role models who visit classrooms or programs bring hands-on activities and describe their work in general terms and relate it to the subject matter. They describe who they work for – government, small company, large industry, etc.-- and briefly describe how they became interested in their work and what post-secondary education they attained ▪ Career fairs, expos, campus visits introduce a variety of careers or post-secondary education options ▪ Field trips relate classroom or program content to work environments or careers	of professionals from business and industry who describe to students the type of positions held by employees. They also relate how to prepare for them in high school and post-secondary education and training. ▪ Career exploration courses, individual and group counseling present programs of study and how they prepare students for technical training, post-secondary education, and qualify them for future positions. ▪ Role model and mentoring. Role models describe their work in general terms, where they work, typical workday, annual earnings, post-secondary education and training, and early interest in the careers. They also describe what high school preparation set the stage for post-secondary education or training ▪ Identify a job	high school preparation set the stage for post-secondary education or training ▪ Identify an internship ▪ Identify a job shadowing experience ▪ Participate in a service learning project ▪ Conduct an informational interview around a chosen career field ▪ Concurrent/Dual enrollment courses, AP/IB classes, remediation courses, Career and Technical Courses

SCOPE and SEQUENCE - Actions

			shadowing experience	
			▪ Participate in a service learning project	
			▪ Conduct an informational interview around a chosen career field	
			▪ Concurrent/Dual enrollment courses, AP/IB classes, remediation courses, Career and Technical Courses	

SCOPE and SEQUENCE - Actions

Academic and Career Planning and Management –				
• 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	• Introduction to college/career readiness • Learning how to use a planner, take notes • Learning about different types of post-secondary education • Identifying costs vs. earnings	• Review of transcripts/academic record • Prepare for high school: understand academic options, co-curricular options, selecting the right courses, and develop a four-year plan • Learn about intrinsic vs. extrinsic motivation • Explore the right post-secondary fit: types of schools and factors to consider • Learn about the varied costs of post-secondary education	• Review of transcripts/academic record • Lessons on standards for high school graduation vs. post-secondary admission • Lessons on standardized tests: types, preparing to take, elements of and understanding of the results • Lesson on navigating high school: identifying when you need help, where to go, how to advocate for self • Lessons on effective study strategies: time management, getting and staying organized, taking notes • Defining ways to pay for college • Developing a personal timeline for high school	• Finding the right post-secondary fit: two vs. four year, college demographics, other options • College fit: match, safe and reach college • Paying for college: finding scholarships, grants, work study, loans • FAFSA – what it is, how to apply • How to apply to college • Maintaining momentum until the completion of high school

SCOPE and SEQUENCE - Actions

instruction and the world of work, careers, and learning that occurs beyond the school itself, Rule 2.00(4) •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)				
Evidence of ICAP completion – Annual Reflection (Portfolio, Plan, Project, Performance etc.)			• Develop a resume • Create a video • Upload artifact documents	