Pre-ICAP Assignments
Activity 1

Create an account on OKCareerGuide

1. If you have not created an account, follow the steps at the bottom of the checklist.

2. When you are logged in, go to your **Profile** 📋 and update any personal information that is needed, including grade level.

Take the Skills Confidence Assessment. 📖

1. Find the **Skills Confidence Assessment** 📖 the center of your page or go to the *left-hand navigation bar* and find it under **Take an Assessment** 📑

2. Start the assessment and remember to answer based on the skills and abilities you have now.

3. When finished, click on your results in the center of the home page.

4. List the top five career pathways that were generated for you and a short description of each, then list the **National Cluster** for each Career Pathway:

   a. _____ – _____

   _____

   NC:_____

   b. _____ – _____

   _____

   NC:_____

   c. _____ – _____

   _____

   NC:_____

   d. _____ – _____

   _____

   NC:_____

   e. _____ – _____

   _____

   NC:_____

5. ⭐ Star any career pathways that interest you.

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6. Click on View by National Career Cluster Ranking just under the **Print Report** link. List your top five national career clusters:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

7. What is the last career cluster listed on the ranking? _____

8. Is it really something in which you have no interest? Explain:

   _____

   _____

   _____

9. Click on the second tab of the results [**Occupations to Explore**]. Choose three occupations you like and star ⭐ them. List your choices below.

   a. _____

   b. _____

   c. _____

10. Click on the third tab of the results [**Sample Ed Plans**]. Choose an education plan that aligns with one of your starred occupations and list it below.

    a. _____

11. Click on the **Sample Ed Plan** that you listed above; it will open and be titled in green. Find the **Plan of Study (PDF)** and click on it. List below the math and science courses you will have to take in high school.

    a. Math: _____

    b. Science: _____

12. **As an optional activity, you can print out your plan of study to take home and show parents.**

13. Click on the fourth tab [**Majors to Explore**] and explore the **Education Levels** drop down box. Go through each level and apply filters and write below how many majors are possible with the education level.

    a. Less than high school graduation: _____

    b. High school graduation or equivalent: _____

    c. Less than two-year postsecondary certificate or program: _____

    d. Two- or three-year associate degree: _____

    e. Bachelor's degree: _____

    f. Doctorate or professional degree: _____

14. Choosing the education level that you plan to achieve. Star ⭐ three majors and list them below.

    a. _____

    b. _____

    c. _____

Pre-ICAP Assignments
Activity 2

Explore **Occupations Suggested by Assessment Results**.

1. Click on 🧭 **Explore Occupations** on the left side of the screen.

2. After opening the section, click on **Occupations Suggested by Assessment Results**.

3. Look through all the occupations suggested and star ⭐ the ones in which you are interested.

4. List below five of the occupations you starred.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

5. Choose one of your favorites and click on it. Then answer the questions below.

   a. Occupation Name: _____

   b. Pathway: _____

   💲 c. National Annual Range: _____

   🎓 d. Entry-Level Education: _____

   💼 e. Number of Jobs in 2022: _____

   👥 f. Average Annual Job Openings (2022-2032): _____

   📈 g. National Outlook (2016-2026): _____

   📖 h. Business and Financial Operations: _____

   📖 i. List 3 Job Duties:

      i. _____

      ii. _____

      iii. _____

   📖 j. Salary & Outlook - Oklahoma Median: _____

   k. Hourly Salary: _____

Pre-ICAP Assignments (continued)

Update your Options After High School.

1. Locate the 📇 **Plan For Education** section in the *left-hand navigation bar* and open. Click on **Options After High School**. Review and make a choice based on the occupation about which you listed details above.

Review the Pre ICAP cards. 🎓

1. Click on 🎓 **Pre ICAP** in the *left-hand navigation bar.* You will see several cards. The **Personal Info** on the **Before Graduation** card and **Assessment** on the **Grade 6 & 7** cards will have checks on them.

2. This is a list of the basic parts of the Pre ICAP that you will need to complete by your 8th grade year.

Review My Favorites. ❤️ ⭐

1. In the *top task bar* click on 📁 **My Portfolio.**

2. Locate ❤️ **Favorites** in the middle of the menu. You will see six choices and another way to get to **Notes.** These are all the items where you clicked the ⭐ star.

3. Click on each choice and see what you have already favored.

4. List which sections have no favorites listed. _____

_____

GRADE
7

Pre-ICAP Assignments
Activity 3

Work-Based Learning 📋

1. Navigate to the *left-hand navigation bar* and find **Work Based Learning.**

2. Click the WBL menu item and it will open up and reveal four items. Choose **Explore Opportunities.**

Explore Opportunities   **Explore Businesses**

Explore Opportunities

Find opportunities that align with your interests.

| **Recommended Opportunities** | All Opportunities | Saved Opportunities |

3. Select the **Explore Businesses** tab and the following screen will appear.

Explore Businesses

Explore businesses and their details.

| **All Businessess** | Saved Businesses |

▬ Filter Options

Industry   Location   Search Businesses

Select an option ▾   Select an option ▾   Search Businesses

↻ Reset   ✔ Apply Filter(s)

4. There will be a filter options that opens, use the National Career Cluster information from activity 1 and put in the top cluster under **Industry** box.

5. The next box to filter is **Location,** pull down and select your city or one that is close to where you live.

6. Click the [✔ Apply Filter(s)] apply filter button to reveal your results.

7. List some of the business that you found that match below.

_____

_____

_____

8. If you like any of the businesses, click the star ⭐ , and it will turn yellow so you can find it later.

9 . Have your instructor give you a copy of the **ICAP WBL Timeline and Definitions** handout, then discuss options you can start now.

Pre-ICAP Assignments

Activity 4

Take a Learning-Style Assessment.

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

Section One

1. _____ I enjoy doodling, and even my notes have lots of pictures and arrows in them.

2. _____ I remember something better if I write it down.

3. _____ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.

4. _____ When trying to remember someone's telephone number or something new like that, it helps me to get a picture of it in my mind.

5. _____ If I am taking a test, I can "see" the text book page and where the answer is located.

6. _____ It helps me to look at the person while listening; it keeps me focused.

7. _____ Using flashcards helps me to retain material for tests.

8. _____ It's hard for me to understand what a person is saying when there are people talking or music playing.

9. _____ It's hard for me to understand a joke when someone tells me.

10. _____ It is better for me to get work done in a quiet place.

[   ] = TOTAL

Section Two

1. _____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.

2. _____ It helps to use my finger as a pointer when reading to keep my place.

3. _____ Papers with very small print, blotchy dittos or poor copies are tough on me.

4. _____ I understand how to do something if someone tells me, rather than having to read the same thing to myself.

5. _____ I remember things that I hear, rather than things that I see or read.

6. _____ Writing is tiring. I press down too hard with my pen or pencil.

7. _____ My eyes get tired fast, even though the eye doctor says that my eyes are OK.

8. _____ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."

9. _____ It's hard for me to read other people's handwriting.

10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

[   ] = TOTAL

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

Section Three

1. _____ I don't like to read directions; I'd rather just start doing.

2. _____ I learn best when I am shown how to do something, and I have the opportunity to do it.

3. _____ Studying at a desk is not for me.

4. _____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.

5. _____ Before I follow directions, it helps me to see someone else do it first.

6. _____ I find myself needing frequent breaks while studying.

7. _____ I am not skilled in giving verbal explanations or directions.

8. _____ I do not become easily lost, even in strange surroundings.

9. _____ I think better when I have the freedom to move around.

10. _____ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

[   ] = TOTAL

Scoring

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30, and the minimum score is 10. Note the preference next to each section.

Section One score: _____
   (**Visual**)

Section Two score: _____
   (**Auditory**)

Section Three score: _____
   (**Kinesthetic**)

Evaluating the Learning Style Quesstionnaire

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristics indicative of the three learning styles. It provides an informal means of assessing your preferred approach to learning.

Modality	Visual	Auditory	Kinesthetic *(hands-on)*
Preferred Learning Style	Learns by seeing or watching demonstrations.	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
Spelling	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach; has auditory word attack skills.	Often is a poor speller; writes words to determine if they feel right.
Reading	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
Handwriting	Tends to be a good writer, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
Memory	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
Imagery	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
Distractability	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
Problem Solving	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
Response to Periods of Inactivity	Stares or doodles.	Hums, talks to self or talks to others.	Fidgets or finds reasons to move.
Response to New Situations	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.

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Pre-ICAP Assignments
Activity 5

Goals

S M A R T

Setting goals can be a great way to challenge yourself to make healthy lifestyle changes. Set yourself up for success by making your goals SMART!

SPECIFIC	**MEASURABLE**	**ATTAINABLE**	**RELEVANT**	**TIMELY**
What is your goal?	How will you keep track of your progress?	How will you achieve your goal? Make a plan!	How will this goal help you?	When will you achieve this goal?

S **My goal is:** _____
e.g. To drink more water! I will aim for 6 cups per day

M **I will track my progress by:** _____
_____
e.g. I will track my progress by logging how many glasses I drink each day in my phone or planner

A **I will achieve this goal by doing the following:** _____
_____
e.g. 1. Keep a clear bottle with me so I can tell how much I've had   2. Set an alarm to remind myself to drink every 2 hours

R **This goal helps me because:** _____
e.g. This goal will help me to be healthier, have more energy, and help my skin

T **I will complete this goal by (date):** _____
e.g. I will achieve my goal by February 15th

SMART GOAL

Academic Goal:	How I will achieve my goal:
Career Goal:	
Other Goal:	**I will achieve my goal by:**

Pre-ICAP Assignments
Activity 6

Set Goals.

1. In the *top task bar* click on **My Portfolio** , Locate **Additional Resources** , and select **Goals**. Review your goals from sixth grade. If you have completed them, then check complete; if not, they will become additional seventh grade goals to complete.

2. Select **Add Goal** ➕ Add Goal . Under **Goal Type**, select **Current Goal** [something that will be finished this year] then make a goal for each category. Write those goals below.

   a. Academic Goal: _____

   b. Career Goal: _____

   c. Personal Goal: _____

   d. Other Goal: _____

3. Save each goal and add as many steps as needed to complete the goal. Do not mark complete until the goal is reached.

Start Education Plan

1. Open **Education Plan** in the *left-hand navigation bar.* At the top, find College Prep/Work Ready and Core Curriculum. Open both documents and print them; then review carefully.

2. Select ➕ Add a New Plan then fill out the new plan information, making sure that you choose an area of study.

3. Check ✔ Create Plan . This will open up a plan for seventh grade through postsecondary education. Click on the plus sign by **7th Grade** to open all classes available to seventh graders. Locate all the courses in which you are enrolled.

4. Open up **8th Grade** and repeat for as many courses that are required or that you will want to take.

5. Scroll down to the bottom and make sure you click 💾 Save . If you have a complete schedule for eighth grade click ✔ Submit For Approval . You will not be able to edit this plan unless it is disapproved. Next year we will look at how to copy and create a new plan starting with what you have already done.

Invite your parents or guardians to create an account.

1. In the upper right corner of the screen, click on ☰ next to your avatar. You will find and select **Profile** settings. At the bottom of the page for account settings you will find **My Parent Account(s)**. Click on the pencil ✏ at the right and fill out the information.

2. Write your parent code here: _____

Update your grade level at the end of school year.

1. In the same location, locate your grade level and change to your new grade level at the end of the year.

2. If you have not been happy with the cluster or pathways that you are seeing, go under **My School Information** and change **My Expected Level of Education** to a two- or four-year degree.

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Pre-ICAP Assignments (optional)
Activity 6

Additional Activity
[depending on size of class could be another 50 minutes]

Have students choose one of their top career pathways and give class information about it and explain how they may like to pursue a career in this area.

Additional Activity [depending on size of class could be another 50 minutes]

Have students print out pathway details to take home to parents and ask them what they think about the pathways and sign it. Students would report to the class about what their parents or guardians might know about the pathways.

Additional CTE Activity [this would use the worksheet in Activity 1]

1. The CTE teachers would go to the occupations suggested by national career clusters and pathways.

2. Following the list of pathways for each cluster, they will make a list of occupations related to their CTE classes.

3. Students either are assigned pathways or choose pathways and then use worksheets to gather information and present to the class.

4. If students are in a STEM exploratory class, they might just complete the worksheet for each area they explore. It would be included in the assignments for that area.