

GRADE


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# Pre-ICAP Assignments Activity 1

Create an account on  **OKCareerGuide**  Account Settings

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 the account settings and update any personal information that is needed, including grade level.

## Take the Skills Confidence Assessment.

1. Find the **Skills Confidence Assessment** in the center of your page or go to the left menu 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:

a. \_\_\_\_\_ - \_\_\_\_\_

b. \_\_\_\_\_ - \_\_\_\_\_

c. \_\_\_\_\_ - \_\_\_\_\_

d. \_\_\_\_\_ - \_\_\_\_\_

e. \_\_\_\_\_ - \_\_\_\_\_

5. ★ Star any career pathways that interest you.
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? \_\_\_\_\_

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## Pre-ICAP Assignments (continued)

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

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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. \_\_\_\_\_

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## 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. Overview: \_\_\_\_\_  
\_\_\_\_\_
  - d. National Annual Salary Range: \_\_\_\_\_
  - e. Entry-Level Education: \_\_\_\_\_
  - f. Number of jobs in 2016: \_\_\_\_\_
  - g. Expected Job Openings (2016-2026): \_\_\_\_\_
  - h. National Outlook (2016-2026): \_\_\_\_\_
  - i. Summarize working conditions: \_\_\_\_\_
  - j. List 3 tasks:
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_
    - iii. \_\_\_\_\_
  - k. Median Oklahoma Salary: \_\_\_\_\_
  - l. Hourly Salary: \_\_\_\_\_

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## Pre-ICAP Assignments (continued)


### Update your Options After High School.

1. Click on **Options After High School.**  Review or make a choice based on the occupation about which you listed details above.

### Review the ICAP OKLAHOMA cards.

1. Click on  **ICAP OKLAHOMA** in the left menu. You will see several cards. The **Personal Info** and **Assessment** cards will have checks on them.
2. This is a list of the basic parts of the ICAP that you will need to complete by your senior year.
3. Have your instructor give you a copy of the **ICAP WBL Timeline and Definitions** handout, then discuss options you can start now.

### Review My Favorites.

1. Click on  **My Favorites** in the left menu. You will see six choices.
  2. Click on each choice and see what you have already favorited.
  3. List which sections have no favorites listed. \_\_\_\_\_
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# Pre-ICAP Assignments

## Activity 3

### 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

- \_\_\_\_\_ I enjoy doodling, and even my notes have lots of pictures and arrows in them.
- \_\_\_\_\_ I remember something better if I write it down.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ If I am taking a test, I can "see" the text book page and where the answer is located.
- \_\_\_\_\_ It helps me to look at the person while listening; it keeps me focused.
- \_\_\_\_\_ Using flashcards helps me to retain material for tests.
- \_\_\_\_\_ It's hard for me to understand what a person is saying when there are people talking or music playing.
- \_\_\_\_\_ It's hard for me to understand a joke when someone tells me.
- \_\_\_\_\_ It is better for me to get work done in a quiet place.

= TOTAL

#### Section Two

- \_\_\_\_\_ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
- \_\_\_\_\_ It helps to use my finger as a pointer when reading to keep my place.
- \_\_\_\_\_ Papers with very small print, blotchy dittos or poor copies are tough on me.
- \_\_\_\_\_ I understand how to do something if someone tells me, rather than having to read the same thing to myself.
- \_\_\_\_\_ I remember things that I hear, rather than things that I see or read.
- \_\_\_\_\_ Writing is tiring. I press down too hard with my pen or pencil.
- \_\_\_\_\_ My eyes get tired fast, even though the eye doctor says that my eyes are OK.
- \_\_\_\_\_ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
- \_\_\_\_\_ It's hard for me to read other people's handwriting.
- \_\_\_\_\_ 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

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## Pre-ICAP Assignments (continued)

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)

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## Pre-ICAP Assignments (continued)

### Evaluating the Learning Style Questionnaire

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 ( <i>hands-on</i> )
<b>Preferred Learning Style</b>	Learns by seeing or watching demonstrations.	Learns through verbal instructions from self or others.	Learns through verbal instructions from self or others.
<b>Spelling</b>	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach; has auditory word attack skills.	Uses a phonics approach; has auditory word attack skills.
<b>Reading</b>	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.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.
<b>Handwriting</b>	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.	Has more difficulty learning in initial stages; tends to write lightly.
<b>Memory</b>	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers names, but forgets faces; remembers by auditory repetition.
<b>Imagery</b>	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Sub-vocalizes; imagines things in sounds; details are less important.
<b>Distractability</b>	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Easily distracted by sounds.
<b>Problem Solving</b>	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.
<b>Response to Periods of Inactivity</b>	Stares or doodles.	Hums, talks to self or talks to others.	Hums, talks to self or talks to others.
<b>Response to New Situations</b>	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Talks about situation; discusses pros and cons of what to do.

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## Pre-ICAP Assignments Activity 4

### Set Goals.

1. Click **My Goals**  on the left side of the screen and review your goals from sixth grade. If you have completed them, then check complete; if not, they will become seventh grade goals.
2. Select **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 a My Ed Plans.

1. Open **My Ed Plans**  in the left menu. 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 8th 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. Account Settings

1. In the upper right corner of the screen, click on your name to find account 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. Account Settings

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 5

### **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 above]**

1. The CTE teacher 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.