

ACE CTE ReDesign Course Titles with Descriptions

WE – ACE CAREER CO–OP

Beginner

This course is designed to identify career interests and skills by participating in an actual job experience in a field of interest. This course includes on the job experience, check-ins with supervisors and skills to become a successful employee.

Developing

This course is designed to examine career interests and skills by participating in an actual job experience in a field of interest. This course includes on the job experience, check-ins with supervisors and skills to become a successful employee.

Accomplished

This course is designed to develop career interests and skills by participating in an actual job experience in a field of interest. This course includes on the job experience, check-ins with supervisors and skills to become a successful employee.

CD – CAREER DEVELOPMENT

Beginner

ACE CTE students prepare for and identify their post-secondary educational and career choices. Instruction and course content may include career interest surveys to match career interest, research of post-secondary training and education opportunities for specific careers, and exposure to various skills necessary in acquiring, keeping, and advancing within a career field. Activities include career plans, building an employment portfolio teamwork, and workplace etiquette. Specific skills such as time management, work ethic, job interviews, managerial skills, and personality development for work may be covered.

Developing

ACE CTE students analyze and examine their post-secondary educational and career choices. Instruction and course content may include career interest surveys to match career interest, research of post-secondary training and education opportunities for specific careers, and exposure to various skills necessary in acquiring, keeping, and advancing within a career field. Activities include career plans, building an employment portfolio teamwork, and workplace etiquette. Specific skills such as time management, work ethic, job interviews, managerial skills, and personality development for work may be covered.

Accomplished

ACE CTE students develop and evaluate their post-secondary educational and career choices. Instruction and course content may include career interest surveys to match career interest,

research of post-secondary training and education opportunities for specific careers, and exposure to various skills necessary in acquiring, keeping, and advancing within a career field. Activities include career plans, building an employment portfolio teamwork, and workplace etiquette. Specific skills such as time management, work ethic, job interviews, managerial skills, and personality development for work may be covered.

PF – PERSONAL FINANCE

Beginner

ACE CTE students will define and identify fundamental concepts necessary to develop a life of successful personal financial choices. This may include course topics such as financial planning, budgeting, saving, credit, paycheck calculation, taxes, housing, and basic accounting.

Developing

ACE CTE students will examine and implement fundamental concepts necessary to develop a life of successful personal financial choices. This may include course topics such as financial planning, budgeting, saving, credit, paycheck calculation, taxes, housing, and basic accounting.

Accomplished

ACE CTE students will critique and investigate fundamental concepts necessary to develop a life of successful personal financial choices. This may include course topics such as financial planning, budgeting, saving, credit, paycheck calculation, taxes, housing, and basic accounting.

BF – BUSINESS FINANCE

Beginner

Students in this course will recall and explain the management of money and other valuable assets necessary to operating a business. Students will become familiar with accounting methodologies, investing strategies, and effective debt management of business.

Developing

Students in this course will analyze and apply the management of money and other valuable assets necessary to operating a business. Students will draw connections with accounting methodologies, investing strategies, and effective debt management of business.

Accomplished

Students in this course will evaluate and create an original work concerning the management of money and other valuable assets necessary to operating a business. Students will justify accounting methodologies, investing strategies, and effective debt management of business.

EN – ENTREPRENEURSHIP

Beginner

Students will remember basic concepts and understand the development, organization, and management of a business venture, along with any of its risks in order to make a profit. This may include, risk assessment, school-based enterprise participation, financing options, studying ownership / management structures, leadership styles analysis, networking skills, and customer service.

Developing

Students will examine and apply the capacity and willingness to develop, organize, and manage a business venture, along with any of its risks in order to make a profit. This may include, risk assessment, school-based enterprise participation, financing options, studying ownership / management structures, leadership styles analysis, networking skills, and customer service.

Accomplished

Students will evaluate and design a new work demonstrating the development, organization, and management of a business venture, along with any of its risks in order to make a profit. This may include, risk assessment, school-based enterprise participation, financing options, studying ownership / management structures, leadership styles analysis, networking skills, and customer service.

JR – JOB READINESS

Beginner

This course is designed to teach skills needed for entry into the workforce. Students will classify careers using the career cluster model and identify 3 pathways that interest them. Further they will discuss communication styles to include but not limited to both verbal and nonverbal communication. Students will practice leadership skills implementing Robert's Rules of Order.

Developing

This course is designed to teach skills needed for entry into the workforce. Students will demonstrate the ability to ask for letters of recommendations providing the necessary materials, and demonstrate the ability to write a resume and application. Students will examine model interviews and then participate in their own interview simulations. Students will distinguish between appropriate behavior and inappropriate behavior while working in a group environment.

Accomplished

This course is designed to teach skills needed for entry into the workforce. Students will be introduced to ethics in the workplace. They will critique various ethical scenarios to determine moral choices in difficult situations. Students will select a career from the career pathway,

investigate it, and develop a detailed plan to achieve it. Students will participate in volunteer work for local community members to obtain some hands-on work experience and exhibit the skills they have learned in this course series.

DRAFT

CL – COMPUTER LITERACY

Beginner

Students acquire technology skills using hardware and software that will enable them to perform in the competitive job market. Students will understand the basics of operating a laptop/desktop computer and/or a tablet, conventional operating systems, MS Office and Google Docs word processing, spreadsheet, draw and paint programs, the Internet and its appropriate applications, as well as common web application associated with securing employment.

Developing

Students acquire technology skills using hardware and software that will enable them to perform in the competitive job market. Students will examine the functions of operating a laptop/desktop computer and/or a tablet, as well as compare and contrast advantages of conventional operating systems. Students will demonstrate the use of MS Office and Google Docs word processing, spreadsheets, draw and paint programs as they relate to work place tasks. Students will analyze web applications associated with securing employment, such as job applications and employment search sites.

Accomplished

Students acquire technology skills using hardware and software that will enable them to perform in the competitive job market. Students will create professional quality documentation using MS Office and Google Docs word processing, spreadsheet, draw and paint programs as they relate to work place tasks, including resumes and cover letters. Students will critique web application associated with securing employment, such as job applications and employment search sites.

IS – INTERPERSONAL SKILLS / HUMAN RELATIONS / INDEPENDENT LIVING

Beginner

ACE CTE students at appropriate developmental levels define and identify self-enrichment opportunities in order to better understand their strengths and weaknesses and how those affect future employability and career success. Students may engage in conflict resolution, teambuilding, interpersonal challenges, social responsibility/citizenship, self-awareness, emotion regulation, problem solving, personal responsibility, and basic parenting skills.

Developing

ACE CTE students at appropriate developmental levels test and implement self-enrichment opportunities in order to better understand their strengths and weaknesses and how those affect future employability and career success. Students may engage in conflict resolution, teambuilding, interpersonal challenges, social responsibility/citizenship, self-awareness, emotion regulation, problem solving, personal responsibility, and basic parenting skills.

Accomplished

ACE CTE students at appropriate developmental levels appraise and develop self-enrichment opportunities in order to better understand their strengths and weaknesses and how those affect

future employability and career success. Students may engage in conflict resolution, teambuilding, interpersonal challenges, social responsibility/citizenship, self-awareness, emotion regulation, problem solving, personal responsibility, and basic parenting skills.

TS – TECHNICAL SKILL ATTAINMENT SUPPORT

Beginning

ACE CTE courses students with a higher level of development and functioning, will understand and identify the technical skill learning experienced based in school-based enterprises, working/interning in the community, having some level of work experience identified on the spectrum of work-based learning most often OUT of the school building. ACE Teachers serves as coach and mentor not necessarily instructing.

Developing

ACE CTE courses students with a higher level of development and functioning, will demonstrate and examine technical skill learning experienced based in school-based enterprises, working/interning in the community, having some level of work experience identified on the spectrum of work-based learning most often OUT of the school building. ACE Teachers serves as coach and mentor not necessarily instructing.

Accomplished

ACE CTE courses students with a higher level of development and functioning, will help in developing and performing the technical skill learning experienced based in school-based enterprises, working/interning in the community, having some level of work experience identified on the spectrum of work-based learning most often OUT of the school building. ACE Teachers serves as coach and mentor not necessarily instructing.

CP – INTENTIONAL CAREER PATHWAY

Beginning

ACE CTE students are co-enrolled in a CTE sequence that matches their developmental level. Exposure to the world of work and employ-ability is experienced in the CTE content course. ACE Teacher serves as the learning success coordinator - filling in the gaps of learning that a student may need to succeed in a CTE Sequence of courses (aim is to be a completer of chosen CTE Program). ACE Teacher does not supply the technical skill content.

Developing

ACE CTE students are co-enrolled in a CTE sequence that matches their developmental level. Implementation of employability is experienced in the CTE content course. ACE Teacher serves as the learning success coordinator - filling in the gaps of learning that a student may need to succeed in a CTE Sequence of courses (aim is to be a completer of chosen CTE Program). ACE Teacher does not supply the technical skill content.

Accomplished

DRAFT

ACE CTE students are co-enrolled in a CTE sequence that matches their developmental level. Demonstration and evaluation of employ-ability is experienced in the CTE content course. ACE Teacher serves as the learning success coordinator - filling in the gaps of learning that a student may need to succeed in a CTE Sequence of courses (aim is to be a completer of chosen CTE Program). ACE Teacher does not supply the technical skill content.

CAP – CAPSTONE/PORTFOLIO BASED/SYNOPSIS COURSE

Beginner

Students define and identify skills to complete a multifaceted assignment that serves as a culminating academic and intellectual experience for students in pathway programs. Instruction and experiences may include: topic selection, portfolio creation, community connections, oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting, and skills that will help prepare them for college, modern careers, and adult life.

Developing

Students organize and implement skills to complete a multifaceted assignment that serves as a culminating academic and intellectual experience for students in pathway programs. Instruction and experiences may include: topic selection, portfolio creation, community connections, oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting, and skills that will help prepare them for college, modern careers, and adult life.

Accomplished

Students critique and formulate skills to complete a multifaceted assignment that serves as a culminating academic and intellectual experience for students in pathway programs. Instruction and experiences may include: topic selection, portfolio creation, community connections, oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting, and skills that will help prepare them for college, modern careers, and adult life.

SEV – SUPPORT CLASS, LIFE TRANSITION SKILLS FOR SEVERE NEEDS

Beginner

This transition based course, focuses on developing functional skills needed to live and work to the maximum independence level appropriate for the student. Students will state their educational plan as it relates to their career goals. Students will locate and explain most efficient and safe methods of mobility to familiar destinations. Students will understand basic concepts of money management and consumer awareness, and housing /apartment living. Students will select a method of food management and identify essential routines for health maintenance. Student will discuss issues of personal safety.

Developing

This transition based course, focuses on developing functional skills needed to live and work to the maximum independence level appropriate for the student. Students will implement their educational plan as it relates to their career goals. Students will solve and schedule the most efficient and safe methods of mobility to familiar destinations. Students will demonstrate practice in personal appearance, hygiene, clothing selection and care relating to a work environment. Students will examine concepts of money management and consumer awareness, and housing /apartment living. Community resource linkages may occur, such as the Department of Vocational Rehabilitation.

Accomplished

This transition based course, focuses on developing functional skills needed to live and work to the maximum independence level appropriate for the student. Students will critique their educational plan as it relates to desired vocational skills. Students will independently practice the most efficient and safe methods of mobility to familiar destinations, including employment. Students will create an individualized food management plan and develop essential routines for health maintenance. Students will construct a budget and appraise issues concerning consumer awareness and housing /apartment living. Community resource linkages may occur, such as the Department of Vocational Rehabilitation.

Beginner:

Remember - define, duplicate, list, memorize, repeat, state

Understand - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Developing:

Apply - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Analyze - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Accomplished:

Create - appraise, argue, defend, judge, select, support, value, critique, weigh

Evaluate - design, assemble, construct, conjecture, develop, formulate, author, investigate