

ACE CTE Re-Design Course Titles and Descriptions

<p>CD – ACE CAREER DEVELOPMENT (I-III)</p>	<p>As developmentally appropriate, this course (<i>or series of courses</i>) is designed for students to identify, examine, and evaluate their post-secondary educational and career choices. Instruction and course content may include career interest surveys to match self-awareness to potential 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, teamwork, problem solving, critical thinking, work ethic, job interviews, personal finance, leadership, and communication may be covered. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.</p>
<p>CD-I – ACE CAREER DEVELOPMENT I-CAREER PLANNING</p> <p>CD-II – ACE CAREER DEVELOPMENT II JOB SEEKING</p>	<p>As developmentally appropriate, this course (<i>or series of courses</i>) is designed for students to create an individual, initial career plan that outlines steps to reach their career goal. Students will identify a career goal based upon results of various assessments, i.e. interest survey, aptitude evaluation, academic skills, learning styles, work preferences, etc. Students will also investigate the training and educational requirements (academic planning & postsecondary options) for their chosen career field. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and postsecondary aspirations. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.</p> <p>As developmentally appropriate, this course (<i>or series of courses</i>) is designed to teach skills needed for entry into the workforce. Students will demonstrate successful job search strategies. Students will demonstrate employability skill ability to accurately complete job applications, write a resume ask for letters of recommendation. Students will examine model interviews and then participate in their own interview simulations. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job. Students will</p>

<p>CD-III – ACE CAREER DEVELOPMENT III –JOB KEEPING</p>	<p>be knowledgeable of the environmental expectations of the workplace. Additionally, students will be introduced to personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes. Students practice appropriate communication, teamwork, problem-solving while working in a group environment. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.</p> <p>As developmentally appropriate, this course (or series of courses) is designed for students to learn about various employability skills necessary to meet and exceed employer expectations on the job by developing workplace skills such as interpersonal communication, teamwork, leadership, critical thinking and ethical decision making in the workplace. Students will evaluate employee benefit plans (medical, dental, vision, worker’s compensation, unemployment, retirement plan, employee discounts, educational incentives, etc.). Additionally, students will recognize opportunities for advancement on the job. Students will become familiar with workplace laws and policies including: Child Labor Laws, Fair Labor Act, Equal Employment Opportunity, Workplace Safety (OSHA), Americans with Disability Act (disability disclosure as appropriate), Sexual Harassment (definition, scenarios, appropriate behavior, policies and procedures). Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.</p>
<p>WE – WORK-BASED LEARNING (I-III)</p>	<p><i>(As a pre-requisite, students should have already taken or be simultaneously enrolled in a Career Development course)</i> As developmentally appropriate, this course (or series of courses) is designed for students to apply job readiness skills learned in Career Development during an authentic work-based learning experience. These experiences could include, unpaid work experiences in school, in-school businesses (school based enterprise), community-based (paid or unpaid) experiences, internships (paid or unpaid) and/or competitive employment. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, knowledge of postsecondary options based on aspirations, environmental expectations of the workplace, academic planning and employability</p>

	skills. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.
WE-I – ACE IN-SCHOOL WORK-BASED LEARNING	<i>(As a pre-requisite, students should have already taken or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence)</i> As developmentally appropriate, this course (or series of courses) is designed for students to develop basic employment skills by participating in an in-school work/school based enterprise experience. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, postsecondary option knowledge and employability skills. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.
WE-II – ACE COMMUNITY WORK-BASED LEARNING	<i>(As a pre-requisite, students should have already taken or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence)</i> As developmentally appropriate, this course (or series of courses) is designed for students to enhance employment skills by participating in a community-based work experience (paid or unpaid). A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, academic planning based off of postsecondary aspirations and realistic options, employability skills, and environmental expectations. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.
WE-III – ACE INTENTIONAL WORK-BASED LEARNING	<i>(As a pre-requisite, students should have already taken or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence)</i> As developmentally appropriate, this course (or series of courses) is designed for students to refine career specific skills and knowledge by participating in an intentional work experience within the field listed in their career plan. These experiences may include: internships, apprenticeships, competitive employment, etc. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience.

	<p>Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, intentional academic planning based upon postsecondary aspirations, realistic options and the environmental expectations of the workplace, as well as personal financial literacy. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.</p>
<p>PWR – ACE PWR FRAMEWORKS (I, II, III)</p>	<p>As developmentally appropriate, this transition based course (or series of courses) is designed for students to apply self - determination and discipline to their learning in order to enhance their aptitude and confidence when faced with difficult tasks. <i>This sequence of courses supports students in the understanding and navigation of self, peers, and community.</i> Students will be expected to establish post-secondary workforce readiness competencies which may include, but are not limited to: effective communication, teamwork, collaboration, cooperation, and problem - solving skills. This course (or series of courses) is designed to give students the skills necessary to lead a balanced, successful, and productive life through self-enrichment opportunities in order to better understand their strengths and weaknesses and how those affect future employability and career success. Community resource linkage may occur, such as the Division of Vocational Rehabilitation, post-secondary student services, Workforce Centers, recreation centers, apprenticeship programs, etc.</p>
<p>PWR I – ACE SUCCESS FOUNDATIONS</p>	<p>This course focuses on personal/self-awareness. This class is designed to help students explore and develop the personal and academic skills that are foundational to successful transition into the working world. Teachers will facilitate students learning and implementing academic discipline skills, mindsets, and behaviors for successful academic course completion, and help them to identify methods for setting goals for personal improvement and continuous growth in an academic area, and explain the purpose of fundamental tools used to pursue a career path. Students will select critical thinking skills to make informed, ethical, and socially responsible choices and will also work on implementing essential routines for physical and mental health maintenance and personal safety, including emotion regulation, positive communication skills, decision-making, goal setting, time management, advocacy, problem solving, conflict resolution, self-awareness, personal responsibility, work ethic, stress management, and appropriate personal/social and conflict resolution skills. Students will investigate how all of these factors influence successful career habits.</p>

<p style="text-align: center;">PWR II – ACE SUCCESS SYSTEMS</p>	<p>Students will also have the opportunity to determine personal interests, talents, goals and preferences for potential careers, and explore the connection between those interests and postsecondary workforce aspirations and options.</p> <p>This course focuses on self and social awareness. This class is designed to help students understand the relationship of their individual talents, interests, and dreams with others around them. Teachers will facilitate an understanding of personal learning styles, self - management, how skills and beliefs within multiple environments (peer, school, home) influence postsecondary options and workforce readiness.</p> <p>Students will monitor and practice skills including personal responsibility, interpersonal skills such as but limited to: collaboration, cooperation, social responsibility/citizenship, problem solving, work ethic, stress management, and how they are applied in a group/social environment.</p> <p>This course will allow students to identify specific environmental factors that influence their physical, emotional, and mental health in relation to their career choice, and evaluate how applying critical thinking skills, collaboration, group problem solving, conflict resolution, and personal responsibility can impact any related social setting success.</p> <p>Students may match potential career opportunities in career clusters or plan a career path based on personal interests, goals, talents and preferences.</p>
<p style="text-align: center;">PWR III – ACE PWR APPLICATIONS</p>	<p>This class is designed to help students acquire the skills necessary for successful transition to their post-secondary working life.</p> <p>Students will learn to apply critical thinking and academic knowledge in order to create plans and potential solutions for problems in the workplace and community, and assess the pros and cons of personal decisions based on their anticipated impact on self, peers, employers, and community.</p> <p>The course content will allow students to examine the concepts of money management, budgeting, consumer awareness, housing/apartment living, paying</p>

	for and gaining entry into post-secondary training, stress management, learning how to successfully move out, living on your own, finances, and acquiring and securing post-secondary housing options.
CL – ACE COMPUTER LITERACY (I-III)	As developmentally appropriate, this course (or series of courses) is designed for students to acquire technology skills using hardware and software that will enable them to perform in the competitive job market. Students will understand and demonstrate the basics of social media, operating a laptop/desktop computer and/or a personal device, current conventional operating systems, word processing, spreadsheet, draw and paint programs, the Internet and its appropriate applications, as well as common web application associated with securing employment. Students will analyze and critique web applications associated with securing employment, such as job applications and employment search sites. Students will also explore and understand what computer accommodation options are available (accessibility). Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.
CL-I – ACE COMPUTER LITERACY: INTRODUCTION TO COMPUTERS	As developmentally appropriate, this course (or series of courses) is designed for students to identify the parts and functions of the parts of personal computers. This course will enhance the development of hand-eye coordination by mouse usage and basic keyboarding skills such as text production and use of the function keys. Students will be introduced to such varied topics as use of an internet browser, how to establish and maintain an email account, text messaging, and social media. Students will also learn how to navigate basic word processing programs, use established databases and search engines to find information on the internet as well as copy, save and print documents from various sources. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.
CL-II – ACE COMPUTER LITERACY: SOFTWARE APPLICATIONS	As developmentally appropriate, this course (or series of courses) is designed for students to expand their knowledge of Microsoft Windows and Office Suite applications. Students will receive hands-on experience in MS Windows, Word, Excel, PowerPoint and other programs. Topics covered include working with files,

<p>CL – III: ACE COMPUTER LITERACY: OPERATING SYSTEMS</p>	<p>creating and formatting documents, form letters and mailing labels, advanced table techniques and managing long documents. This course will also cover computer history, hardware, software and operating concepts. Students will analyze and critique web applications associated with securing employment, such as job applications and employment search sites. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.</p> <p>As developmentally appropriate, this course (or series of courses) is designed to help students apply their knowledge of personal computer operating systems. MS Windows and other operating systems will be studied. Topics and practice will include installing, configuring, troubleshooting, maintaining and repairing operating systems within the application being taught. This course may also include an introduction to programming, coding and robotics concepts as aligned to student’s post-secondary pathway. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.</p>
<p>FL – ACE FINANCIAL LITERACY, MANAGEMENT & ENTREPRENEURSHIP (I-II)</p>	<p>As developmentally appropriate, this course is designed to be implemented as a continuum/sequence or as individual courses. Students to identify examine and evaluate financial literacy, business management practices and the entrepreneurship career pathway for their personal and professional lives. Instruction and topics may include financial goal setting and planning; budgeting, saving and investing; and credit, debt, and risk management for individuals, entrepreneurs, and businesses. Other topics may include renting, mortgages, automobile purchases and loans, business strategies. Through activities such as simulation, role-play, case studies, projects, and school-based enterprise participation, students will practice basic accounting methodologies and budgeting procedures; customer service, team building, and supervisory skills; and business and community networking strategies. They will become familiar with ownership and management structures and leadership styles. Whenever possible, computer literacy skills and leadership skills tied to a Career & Technical Student Organization (CTSO) should be embedded into the curriculum.</p>

<p>FL I- ACE FINANCIAL LITERACY</p>	<p>This course focuses on personal financial literacy. As developmentally appropriate, this course (or series of courses) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will create and modify budgets according to new circumstances. Students will be practicing basic banking activities such as check writing, debit card use, deposits and keeping track of a spending register and explore online banking and banking apps and compare and contrast several types financial institutions. Students will examine the benefit and detriment of managing credit. Students will apply practical application of fiscal management topics such as renting vs owning, mortgage calculators, new car vs used car purchase, how to get a car loan, financial calculator use, understanding payroll deductions and benefits, income tax and filing taxes, and comparing and contrasting insurance possibilities. Students will demonstrate knowledge of FAFSA, loans, grants scholarships and other postsecondary financial supports. They will examine the many ways to invest money and participate in simulations involving investing. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum</p>
<p>FL II- ACE BUISNESS MANAGEMENT & ENTREPRENEURSHIP</p>	<p>This course serves as an application of financial literacy, management of business and entrepreneurship. As developmentally appropriate, this course (<i>or series of courses</i>) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will understand and practice basic strategies to develop a business plan and organize and manage a business venture; accounting methodologies, budgeting and bookkeeping procedures customer service, team building, and supervisory skills; and business and community networking strategies. They will become familiar with ownership and management structures and leadership styles. Students will develop a business plan and organize and manage a business venture. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum</p>
<p>LAB– ACE CTE PATHWAY LAB</p>	<p>As developmentally appropriate, this course is meant to serve as a support class to ACE CTE students who are co-enrolled in a specific CTE cluster sequence. 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. Ideally, this</p>

	<p>support would allow the student to complete a specific CTE cluster pathway. ACE Teacher does not supply the technical skill content. Students will demonstrate levels of self-awareness, career exploration, academic planning based upon postsecondary aspirations and realistic options as well as employability skills.</p> <p>*This course is NOT to be delivered as a credit recovery, study hall or access/study skills course. This course MUST be linked directly to a CTE program.</p>
<p>CAP- ACE CAPSTONE/PORTFOLIO BASED/CULMINATING COURSE</p>	<p>Students critique and formulate skills to complete a multifaceted learning portfolio 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; employability skills such as: oral communication, public speaking, research skills, computer literacy, teamwork; the academic planning skills such as: self-sufficiency and goal setting, and; postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life. Students will demonstrate levels of knowledge and skill for the environmental expectations of postsecondary options and intentional academic planning based on self-awareness and career exploration. This course is designed to meet or exceed the current Colorado Graduation Guideline menu option for Capstone.</p>