

## Colorado CTE Course – Scope and Sequence

Course Name	Work-based Learning Experience		Course Details	Credit= Variable		
			Course = 0.50 Carnegie Unit Credit			
				<p><b>Prerequisite: Completion of Level 3 coursework in pathway area or with permission of the instructor.</b></p> <p><b>CTE Credential: Appropriate CTE credential for the pathway or CTE Work-based Learning Coordinator Credential</b></p>		
<b>Course Description</b>	<p>This course is designed to prepare students to enter the workforce through on-the-job training in the form of a work-based learning experience and may be combined with class instruction. Students will build on prior knowledge and skills in the program of study aligned to their career and academic plan to further develop and apply employability and technical skills that prepare them for success in future career and postsecondary education. Students will have the opportunity to develop skills in supervised practical experience on the job or in a classroom-based job environment. A personalized learning plan is a requirement of this course.</p> <p><b>**Significant industry engagement is required for this course and includes, but is not limited to, setting professional expectations for quality of work, mentoring students through a project and providing feedback, and evaluating employability skill development. Students should have a minimum contact of 30 hours with employers or in the job setting. A dedicated workplace mentor will supervise each student in workplace-based experiences such as internships, co-op, and apprenticeships.</b></p>					
<b>Note:</b>	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.					
SCED Identification #	17009	Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.				
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at <a href="https://www.cde.state.co.us/standardsandinstruction/essentialskills">https://www.cde.state.co.us/standardsandinstruction/essentialskills</a>						
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration	
<b>Personalized Learning Plan</b>		Develop a personalized career plan that includes application of academic standards, technical	A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the	Personalized learning plan is updated and documents metrics for student achievement of :		

		standards, and personal and workplace skills.	<p>Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:</p> <ol style="list-style-type: none"> <li>a. Application of academic and technical knowledge and skills (embedded in course standards)</li> <li>b. Career knowledge and navigation skills</li> <li>c. 21st Century learning and innovation skills</li> <li>d. Personal and social skills</li> </ol>	<ul style="list-style-type: none"> <li>• Technical skills attainment</li> <li>• Career Knowledge and Development</li> <li>• Development of Personal and Social Skills</li> <li>• Development of Employment Skills/21<sup>st</sup> Century Learning and Innovation Skills.</li> </ul>	
<b>Career Development</b>		Demonstrate active career development through participation in work-based learning activities and personal reflection and career planning.	<p>Student demonstrates active career development through participation in work-based learning activities and personal reflection and career planning. Student is expected to:</p> <ol style="list-style-type: none"> <li>(A) Document work from the personalized</li> </ol>	Update materials from coursework to add to the portfolio or other ICAP documentation repository started in previous courses to illustrate mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio/ICAP should reflect thoughtful assessment and evaluation of the progression of work involving the	

			<p>learning plan; and (B) Analyze work experiences and career goals.</p>	<p>application of project management skills specific to the students' career and academic goals. The following documents will reside in the career portfolio/ICAP:</p> <ul style="list-style-type: none"> <li>a. The career plan developed and revised in prior courses</li> <li>b. Resume</li> <li>c. List of responsibilities undertaken through the course</li> <li>d. Examples of visual materials used during the course (such as diagrams, schematics, and site plans) and artifacts of project outcomes (such as photographs of various stages of a project)</li> <li>e. Periodic journal entries reflecting on tasks and activities</li> <li>f. Feedback from instructor and/or supervisor based on observations</li> </ul> <p>Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:</p> <ul style="list-style-type: none"> <li>a. Tasks accomplished and activities implemented</li> </ul>	
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<p><b>Sample WBL Experiences and Projects</b></p>		<p><b>Training plans:</b> Create a customized training plan based on the pathway of the student’s program of study. Sample training plans can be found on: Ayes.org (Automotive Service) Collisioneducationfoundation.org</p> <p>Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:</p> <ul style="list-style-type: none"> <li>a. Tasks accomplished and activities implemented</li> <li>b. Positive and negative aspects of the experience</li> <li>c. How challenges were addressed</li> <li>d. Team participation in a learning environment</li> <li>e. Comparisons and contrasts between classroom and work environments</li> <li>f. Interactions with colleagues and supervisors</li> <li>g. Personal career development</li> <li>h. Personal satisfaction</li> </ul> <p><b>Independent Project Reporting and Summary:</b> (Projects may be service/maintenance or repair and refinishing and/or customization-based.)</p>			

	<p>Develop a comprehensive project plan, appropriate to the project type, to guide all work. The plan should include at minimum the following:</p> <ol style="list-style-type: none"> <li>a. Material list</li> <li>b. Cost estimation/Mock bid package</li> <li>c. Criteria and constraints</li> <li>d. Project schedule</li> <li>e. Task list</li> <li>f. Examples of visual materials used during the course (such as diagrams, schematics, and service or repair information) and artifacts of project outcomes (such as photographs of various stages of a collision project, etc.)</li> <li>g. Minutes from project meetings and other documentation of industry involvement</li> <li>h. Justification for major design and budgeting decisions made (if applicable)</li> </ol> <p>Apply all steps of the service or repair process to successfully complete the tasks as outlined in the individual project plan. Demonstrate the ability to communicate results over the course of the project's duration. Produce a technical report documenting the progress of the project and evaluating the final product.</p> <p>Upon completion of the practicum, develop a technology-enhanced presentation showcasing highlights, challenges, and lessons learned from the experience. The presentation should be delivered orally, but supported by relevant graphic illustrations, such as diagrams, drawings, videos, photographs, and/or guided tours of the finished project or services. Throughout the presentation, justify decisions and assess the quality of the work. Prepare the presentation in a format that could be presented to both a technical and a non-technical audience, as well as for a career and technical student organization (CTSO) competitive event.</p>	
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