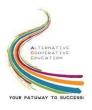




Course Name	PWR 1 - AC	E Success Foundations	Course Details Course = 0.50 Carnegie Unit Credit	The intensity and duration support, should be scaffold as students progress throu	ded and faded
Course Description	and academic learning and i and help then and explain the make informed and mental he decision-maked responsibility investigate he personal inter	skills that are foundational to implementing academic discipling to identify methods for setting purpose of fundamental took, ethical, and socially responsicalth maintenance and personaling, goal setting, time management, work ethic, stress managements all of these factors influence	ess. This class is designed to successful transition into the ne skills, mindsets, and behang goals for personal improve its used to pursue a career partible choices and will also wor all safety, including emotion renent, advocacy, problem solvent, and appropriate personal/e successful career habits. Sturnces for potential careers, ar	help students explore and develop working world. Teachers will facility viors for successful academic count ment and continuous growth in a th. Students will select critical thin or implementing essential rout egulation, positive communication ring, conflict resolution, self-award social and conflict resolution skill adents will also have the opportuning explore the connection between	itate students recompletion, a cademic area, aking skills to ines for physical a skills, eness, personal s. Students will ity to determine
Note:	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 #	22251 22252 22253 72003 72206 72207 72209	Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, worksite tours, remediation, or other content topics.			
All courses taught in an		ogram must include Essential Skills und at https://www.cde.state.c		ent. The Essential Skills Framework fon/essentialskills	or this course can
In atmosphic and I haif					СТОО
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment +	Competency / Performance Indicator	Outcome / Measurement (see matrix below)	CTSO Integration *ACE CTE students may qualify for any CTSO





PWR 1 - ACE Success Foundations	1 semester – 1 year	1. Students will demonstrate critical thinking skills in academic and personal decision making.	Students will select critical thinking skills to make informed, ethical, and socially responsible choices.	pathway and local option Successful Career Students of Colorado (SC) ² - see website for competition integration SC2- Website
		2. Students will investigate and implement various personal responsibility skills in academic, personal, and career-based situations.	Students will implement essential routines for mental health maintenance and personal safety, including emotion regulation, advocacy, self-awareness, and stress management.	
		3. Students will explore and evaluate how critical thinking and problem solving play a role in the maintenance of positive mental health and interpersonal skills.	Students will implement essential routines for physical and mental health including communication skills, decision-making, problem solving, and conflict resolution.	
		4. Students will practice and demonstrate collaboration and teamwork in order to assess how interpersonal skills and emotion management determine	Students will investigate how stress management, and appropriate personal/social and conflict resolution skills influence successful career habits.	





workplace interaction		
success.		

Outcome/Measurement	Novice	Advanced Beginner	Strategic Learning	Emerging Expert
1.	Recognize that problems can be identified, and possible solutions can be generated	and define the problem using a variety of strategies	and make connections between information gathered and personal experiences to apply and/or test solutions	and interpret information and draw conclusions based upon information gathered to formulate a new problem
2.	Handle impulses and behavior with minimal direction	and discern differences of effective and ineffective processes, communication and tasks	and regulate one's emotions, thoughts and behaviors in different situations	and develop, plan and organize self-behavior.
3.	Recognize that problems can be identified, and possible solutions can be generated	and define the problem using a variety of strategies	and make connections between information gathered and personal experiences to apply and/or test solutions	and interpret information and draw conclusions based upon information gathered to formulate a new problem
4.	Recognize how personal actions have had a positive or negative impact on others with feedback as needed	and recognize how members of a community rely on each other, considering personal contributions as applicable	and follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making"	and use interpersonal skills to learn and work with individuals from diverse backgrounds

+ Colorado Department of Education, Colorado Academic Standards, Essential Skills https://www.cde.state.co.us/standardsandinstruction/essentialskills



