

Colorado CTE Course – Middle School Personal Development II

Course Name	ACE CTE Personal Development II		Course Details	<i>The intensity and duration of student support, should be scaffolded and faded as students progress through levels</i> <i>*denotes priority unit</i>	
Course Description	<p>This course builds on the skills developed in Personal Development I and expands students skills in: self-awareness, goal setting, communication skills, emotional intelligence, and resilience. Students will make revisions to their self-advocacy plan and reflect on their values, strengths, and weaknesses, and work towards personal growth and self-fulfillment by creating milestones and interim goal check opportunities. Instructional practices may include: mindfulness practices, goal-setting exercises, or interpersonal skill-building, or a personal development class focusing on personal and professional growth towards promoting a more confident, self-assured, and fulfilled life.</p> <p><i>Add in - Self Advocacy, Empowered Individual & Problem Solver PWR Competencies</i></p>				
Not e:	<p>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. Menu of Options/Ideas for Curriculum: Level 2: Workplace Readiness Skills- CTECS - WRS</p>				
SCED Identification #		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.			
<p>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 https://www.cde.state.co.us/standardsandinstruction/essentialskills 2021 Version of PWR/Essential Skills</p>					
Instructional Unit Topic <small>*cool curriculum resource: MBA Research - Course Package: Middle School Career Exploration (Download) #BB-CG12-34 (mbashop.org)</small>	Suggested Length of Instruction	CTE or Academic Standard Alignment <small>Standard alignment to be added at local discretion</small>	Competency / Performance Indicator	Outcome / Measurement (examples of what evidence would look like)	CTSO/PWR (essential) Skills/ICAP* Integration <small>*MS ICAP Quality Indicators</small>
Personal Qualities and Abilities	quarter/trimester/semester	Demonstrate knowledge, understanding, and personal awareness of individual talents,	Assess personal strengths and limitations with a well grounded sense of	Students shall/may develop a deeper understanding of their own emotions, thoughts, and behaviors. They will learn to	Participate in leadership opportunities the

		interests, hopes, dreams, and passions (SA1)	<p>confidence, optimism, and a “growth mindset”.</p> <p>Develop personal growth plan that builds on strengths and improvement of 1-2 identified personal traits areas.</p>	<p>recognize their strengths and areas for growth and develop strategies for building their self-confidence. Students will improve their ability to handle stress and manage their emotions effectively, resulting in healthier relationships and improved communication skills. Additionally, they will gain an appreciation for their unique identity, fostering empathy and understanding towards others. By the end of the class, students will be equipped with the tools and knowledge to make informed decisions, set meaningful goals, and navigate challenges with resilience and self-assurance. Students will reflect on their understanding of their personal behaviors with respect to a beginning analysis of gap areas between current skillsets and traits and skills that match their long-term aspirations</p>	<p>students has identified that will support their long-term career and academic development that also align with student’s abilities and interests. This may be a specific contest or workshop, or may result from an officer/leadership position that will expand the student’s understanding of how to seek out future, continuous learning/mentoring experiences.</p>
Career Awareness		Develop knowledge, understanding, and personal awareness about career pathways available in local,	“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits”	Students will be equipped with a comprehensive understanding of various career options available to them. Students will gain valuable insights into different industries, professions, and job	Explore and participate in career-related experiences

		<p>regional, national and global arenas.</p> <p>Develop informational literacy skills through the practice of career investigation.</p>	<p>Present knowledge of career occupations or resources within the community. Highlight the major duties, requirements, or attributes of a successful worker in this pathway or occupation.</p>	<p>roles. They will develop a clear understanding of the skills, qualifications, and personal attributes required for success in different careers. Students will also have the opportunity to explore their own interests, values, and aptitudes, helping them make informed decisions about their future career paths.</p> <p>Student will demonstrate increasing skills towards career literacy, information location and analysis,</p>	<p>or contests (i.e. career pathway planning presentation)</p>
Goal Setting		<p>Students will participate in activities that allow them to explore occupations based on dreams, passions, and individual interests.</p> <p>Students will develop career and life management skills to increase their efficiency and success in reaching personal and career goals.</p>	<p>Evaluate progress through analysis of goals making necessary changes to stay on course.</p> <p>Students will build skills related to problem-solving, initiative, and self-direction.</p>	<p>Students will set specific and challenging goals that can significantly improve performance. Through setting their own goals, students will experience increased self-confidence, gain a sense of accomplishment and satisfaction when they achieve their goals. Leading to higher levels of well-being and overall life satisfaction, as individuals have a clear direction and purpose in their lives. Overall, the evidence suggests that goal setting is a key factor in achieving desired outcomes and personal success.</p> <p>Students should reflect on previous goals and milestones, and practice big picture thinking towards identification of new actions and activities, strategies for continuous learning and</p>	<p>Take ownership for CTSO involvement or serve in a leadership capacity for others. Actions include: being on-time and present for meetings, actively contributing ideas to the chapter's program of work, seeking out resources to support chapter goals and activities,</p>

				adaption or refinement of personal and career plans.	increasing career networks, etc.
Post-Secondary Options and Career and Academic Planning		Develop a sense of self-awareness by assessing individual motivations, abilities, limitations, interests, and skills.	<p>Identify their individual strengths and challenges, as they relate to academic and/or career success.</p> <p>Reflect on the personal career and academic plan and make updates as needed to support the student based on identified strengths/challenges.</p>	<p>Students will develop an understanding of academic environmental resources on career choice that empowers individuals to strategically navigate their educational journey to eventually position themselves for success in their chosen career paths.</p> <p>Investigate resources within the community or state needed to pursue future goals.</p> <p>Demonstrate knowledge of resources available to remove or reduce 1-2 self-identified</p>	<p>Explore the connections between CTSO events and opportunities at the next level. Engage with students or professionals around career exploration in a chosen field.(ex.:industry nights, career</p>

				career/personal obstacles or barriers.	fairs/conferences, high school or college CTSO presentations, or CTSO events as part of the chapter's program of work.)
Environmental Expectations and Professional Workplace Decorum		<p>Understand how their academic environmental resources influence their career choice.</p> <p>Develop respect for diversity and understanding of professional competencies within the workplace.</p> <p>Understand the basics of customer service in the workplace.</p>	<p>Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course.</p> <p>Demonstrate early professionalism skills, including: teamwork skills, safety in the classroom/workplace, and basic professionalism (understanding tasks, asking clarifying questions, setting timelines for work, etc.)</p> <p>Investigate customer service skills (listening for understanding, decisions based on reasonable activities,</p>	<p>Students will develop an awareness of the academic resources available that can assist individuals in developing a strong foundation in relevant subjects and disciplines, academic expectations play a crucial role in shaping students' career choices. When students are exposed to a supportive academic climate, they are more willing to engage with career learning materials.</p> <p>Explore fundamental skills common across employers and the role employees play as the primary interface between a company and the general public or customer. Practice skills and develop personal mechanism for resolving conflict, evaluating solutions, and working within teams.</p>	<p>Represent the school or district with professionalism at events and conferences. Understand the role students can play in creating social and economic opportunities for others through sharing their experiences within their programs (i.e. opportunities to speak with government or school</p>

			identifying basic customer expectations, etc.)	Explore how understanding diversity can contribute to increased personal cultural competency, stronger communities, and better workplace environments.	officials, parent groups, or employers, etc.)
Career and Life Management: Communication, Continuous learning and Adaption		<p>Demonstrate appropriate communication skills when engaging others.</p> <p>Develop listening and speaking skills.</p> <p>Explore how continuous learning can create additional career options.</p> <p>Understand how personal skills of adaptability increase personal and team performance.</p>	<p>Demonstrate confidence in sharing ideas/feelings.</p> <p>Explore tools that assist students in self-advocacy.</p> <p>Demonstrate increasing interpersonal communication skills (i.e. demonstration of appropriate dialogue for a given situation; listening and responding with empathy or advocacy, etc.)</p> <p>Demonstrate career-responsive dialogue and decision-making.</p>	<p>Students will be provided with opportunities and experiences that aim to build their ability to effectively communicate, convey, negotiate, or assert his/her own interests and/or desires. These skills are crucial in education, workplace, and community settings, and therefore should be introduced at an early age to yield positive outcomes.</p> <p>Ability to select courses in alignment with their personal career and academic plan and provide justification or reason for decision-making.</p> <p>Actively participate in career-related workshops or experiences with developmentally appropriate activities.</p>	<p><u>Practice effective communication with peers during CTSO meeting and events. Engage in conversations with employers related to their experiences and potential career options.</u></p>