

Colorado CTE Course – Scope and Sequence

Course Name	Advanced Construction Maintenance		Course Details	Credit= 1.0	
			Course = 0.50 Carnegie Unit Credit	Prerequisite: Construction Maintenance	
				CTE Credential: CTE Architecture and Construction	
Course Description	This course is designed to prepare students to enter the workforce through on-the-job training in the form of an apprenticeship combined with class instruction. Training in class will continue with release time for the apprenticeship as coordinated by the instructor. Students will improve skills in maintenance technology by working as helpers to repair or construction workers, including carpenters, electricians, or machinery repairers. Students will have the opportunity to learn their skills in supervised practical experience on the job. This will allow students training in new technologies and equipment found in large modern facilities.				
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 #	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 https://www.cde.state.co.us/standardsandinstruction/essentialskills					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Personalized Learning Plan		Develop a personalized career plan that includes application of academic standards, technical standards, and personal and workplace skills.	A student will have a Personalized Learning Plan that identifies their long-term goals, demonstrates how the 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	Personalized learning plan is updated and documents metrics for student achievement of : <ul style="list-style-type: none"> • Technical skills attainment • Career Knowledge and Development • Development of Personal and Social Skills • Development of Employment Skills/21st Century 	

			<p>employability skill attainment in the following areas:</p> <ul style="list-style-type: none"> a. Application of academic and technical knowledge and skills (embedded in course standards) b. Career knowledge and navigation skills c. 21st Century learning and innovation skills d. Personal and social skills 	<p>Learning and Innovation Skills.</p>	
Career Development		<p>Demonstrate active career development through participation in work-based learning activities and personal reflection and career planning.</p>	<p>Student demonstrates active career development through participation in work-based learning activities and personal reflection and career planning. Student is expected to:</p> <ul style="list-style-type: none"> (A) Document work from the personalized learning plan; and (B) Analyze work experiences and career goals. 	<p>Update materials from coursework to add to the portfolio started in previous courses to illustrate mastery of skills and knowledge outlined in the previous courses and applied in the practicum. The portfolio should reflect thoughtful assessment and evaluation of the progression of work involving the application of project management skills specific to the construction industry. The following documents will reside in the career portfolio:</p> <ul style="list-style-type: none"> a. The career plan developed and revised in prior courses b. Resume 	

				<p>c. List of responsibilities undertaken through the course</p> <p>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 construction project)</p> <p>e. Periodic journal entries reflecting on tasks and activities</p> <p>f. Feedback from instructor and/or supervisor based on observations</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> <p>a. Tasks accomplished and activities implemented</p> <p>b. Positive and negative aspects of the experience</p> <p>c. How challenges were addressed</p> <p>d. Team participation in a learning environment</p> <p>e. Comparisons and contrasts between classroom and work environments</p>	
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