Course Name	ACE CAREER DEVELOPMENT II-JOB SEEKING	Course Details	The intensity and duration of student support, should be scaffolded and faded as students progress through levels I-IV
		Course = 0.50 Carnegie Unit Credit	

Course Description	As developmentally appropriate, this course *(or series of courses)* 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 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.
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 #	72207 72151 72152 — 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 (see matrix below)	CTSO Integration *ACE CTE students may qualify for any CTSO depending on pathway and local option*
ACE CAREER DEVELOPMENT II-JOB SEEKING	1 semester – 1 year	1. Students will demonstrate successful job search strategies through the use of information and	1. Students will demonstrate successful job search strategies.	SEE MATRIX BELOW	Successful Career Students of Colorado (SC)[2] -

		communication technologies that will become a part of their career plan by communicating and creating a summary of their search as part of their career plan.		see website for competition integration SC2- Website
		2. Students will demonstrate the employability skill of accurately completing a job application through initiative and self-direction by recognizing personal characteristics, preferences, thoughts, strengths, pursue opportunities to engage and learn the application process.	**2.** Students will demonstrate accurately completing job applications.	
		3. Students will demonstrate the employability skill of accurately writing a resume through self-advocacy by communicating personal information and asking questions for support as needed.	**3.** Students will demonstrate accurately writing a resume.	
		4. Students will demonstrate the employability skill of asking for letters of recommendation through multiple sources by communicating appropriately.	**4.** Students will demonstrate asking for letters of recommendation .	
		5. Students will demonstrate the employability skill of examining model interviews	**5.** Students will examine model interviews and then participate in their	

		and participate in their own interview simulations through inquiry and analysis by: recognizing cause and effect relationships of interviewing techniques and patterns in model interviews, investigate to form hypotheses, and draw conclusions.	own interview simulations.		
		6. Students will be able to demonstrate the employability skill of self-advocacy by: advocating for accommodations or adaptations necessary to be successful on the job through appropriately communicating ideas/needs, ask questions that will help with supports, and demonstrate confidence in sharing their accommodations and adaptations.	**6.** Students will be able to advocate for accommodations or adaptations necessary to be successful on the job.		
		7. Students will be able to demonstrate the employability skill of the use of information and communication technologies by being knowledgeable of the environmental expectations of the workplace through multiple	**7.** Students will be knowledgeable of the environmental expectations of the workplace.		

		sources of information and technology and able to communicate the expectations.			
		8. Students will explore the employability skills of critical thinking/problem solving through the introduction of personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes.	**8.** Students will be introduced to personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes.		
		9. Students will practice the employability skill of teamwork/ collaboration through appropriate communication, teamwork, problem solving-while working in a group environment by recognizing how personal actions have impact on others and how teams rely on one another to complete a task.	**9.** Students will practice appropriate communication, teamwork, problem-solving while working in a group environment.		

Outcome/Measurement	Novice	Advanced Beginner	Strategic Learning	Emerging Expert
1.	Students will be introduced to personal financial literacy	And..	...and	...and

	skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes	Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, and deliverability of information	Establish goals for communication and plan out steps accordingly	Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts (including multi-lingual)
2.	Recognize personal characteristics, thoughts, and strengths	...and Pursue opportunities to engage and learn interests.	...and Apply knowledge to set goals, make informed decisions, and transfer to new contexts	...and Make responsibility for and pursue new opportunities
3.	Appropriately express a range of emotions to communicate personal ideas and needs	...and Ask questions to develop further personal understanding.	...and Demonstrate confidence in sharing ideas and feelings	...and Demonstrate an accurate and clear sense of goals, abilities, needs, and know how to request and/or acquire them
4.	Articulate personal strengths and challenges using different forms of communication to express oneself	...and Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, and deliverability of information	...and Establish goals for communication and plan out steps accordingly	...and Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts (including multi-lingual)
5.	Recognize cause and effect relationships and patterns in everyday experiences	...and To investigate, to form hypothesis, and make observations, and draw conclusions	...and Test hypothesis/ prototype with planned process for getting feedback	...and Make predictions and design data/information collection for getting feedback
6.	Appropriately express a range of emotions to	...and	...and	...and

	communicate personal ideas/needs	Ask questions to develop further personal understanding	Demonstrate confidence in sharing ideas/feelings	Demonstrate accurate and clear sense of goals, abilities, needs, and know how to request or acquire them
7.	Articulate personal strengths and challenges using different forms of communication to express oneself	...and Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, and deliverability of information	...and Establish goals for communication and plan out steps accordingly	...and Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts (including multi-lingual)
8.	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 that was gathered to formulate a new problem
9.	Recognize how personal actions have had a positive 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 of 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