Colorado CTE Course – Middle School Personal Development I

Course Name	ACE CTE Personal Development	Course Details	The intensity and duration of student support, should be scaffolded and faded as students progress through levels
		Course = 0.50 Carnegie Unit Credit	*denotes priority unit

Course Description	Participants explore various aspects of self-improvement, including self-awareness, goal setting, communication skills, emotional intelligence, and resilience. Students will be equipped with the tools and knowledge to enhance their overall well-being and reach their full potential through the development of a self-advocacy plan and reflect on their values, strengths, and weaknesses, and work towards personal growth and self-fulfillment. Instructional practices may include: mindfulness practices, goal-setting exercises, interpersonal skill-building, or personal development.
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. Menu of Options/Ideas for Curriculum: Level 1: Career Interest Development - CTECS - WRS
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.

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

Instructional Unit Topic *cool curriculum resource: MBA Research - Course Package: Middle School Career Exploration (Download) #BB-CG12-34 (mbashop.org)	Suggested Length of Instruction	CTE or Academic Standard Alignment *Standard alignment to be added at local discretion*	Competency / Performance Indicator	Outcome / Measurement	CTSO/PWR (essential) Skills/ICAP* Integration *MS ICAP Quality Indicators
Self -Awareness	quarter/trimester/semester	Demonstrate knowledge, understanding, and personal awareness of individual talents, interests, hopes, dreams, and passions.	Assess personal strengths and limitations with a well grounded sense of confidence, optimism, and a "growth mindset"	Students will develop a deeper understanding of their own emotions, thoughts, and behaviors. They will learn to 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.	
Career Awareness		Develop knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas.	"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 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.	
Goal Setting		Students will participate in activities that allow them to develop and analyze goals. students will be able to identify the key elements of a SMART goal.	Evaluate progress through analysis of goals; making necessary changes to stay on course	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.	
Self-Awareness II		Develop a sense of self-awareness by assessing individual motivations, abilities, limitations, interests, and skills	Identify their individual strengths and challenges, as they relate to academic and/or career success.	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.	
Environmental Expectations		Understand how their academic environmental resources influence their career choice.	Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course	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. .	
Self Advocacy & Communication		Demonstrate self-advocacy and self-assertion through use of appropriate	Demonstrate confidence in sharing ideas/feelings.	Students will be provided with opportunities and experiences that aim to build their ability to effectively communicate, convey, negotiate, or assert his/her own	

		communication skills when engaging others	Explore tools that assist students in self-advocacy.	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.	