

Colorado CTE Course – Scope and Sequence

Course Name	Career Literacy III (Career Readiness)		Course Details	1 semester	
			Course = 0.50 Carnegie Unit Credit	The intensity and duration of student support, should be scaffolded and faded as students progress through levels *denotes priority unit	
Course Description	This course builds on Career Literacy I and Career Literacy II to support students in continuing to develop career literacy [career literacy: (noun) the capacity to make informed decisions about choosing a career and deciding the best course of action to reach goals]. Preparing students for success in the workplace requires an understanding of the labor market landscape and opportunities for students to explore, develop and demonstrate the mindsets, knowledge, skills and abilities necessary for career success. Not only can effective career readiness [career readiness: (noun) academic, technical, and employment skills that prepare students for the workforce.] activities provide students with an opportunity to explore their individual talents and interests, but they can help students understand how those interests intersect with the needs of the future job market.				
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 <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	CTSO/PWR (essential) Skills/ICAP* Integration <small>*MS ICAP Quality Indicators</small>
Who Am I (Self-Awareness and Individual Discovery)		Self-Awareness (Colorado Middle School ICAP Quality Indicators): Element 1: Students will demonstrate knowledge, understanding, and personal awareness of	Students will identify a career goal based upon the results of various assessments (i.e. interest survey, aptitude evaluation, academic skills,	Recognize personal characteristics, thoughts and strengths Pursue opportunities to engage and learn interests	(SC)2 Interview Interview Questions

		<p>her/his individual talents, interests, hopes, dreams, and passions.</p> <p>Element 2: Students will demonstrate personal understanding of how their mindsets and behaviors impact their personal learning styles, self-management, and social skills.</p> <p>Element 3: Students will demonstrate personal awareness and social maturity through the development of positive relationships with peers, teachers, and other adults.</p>	<p>learning styles, work preferences, etc.).</p> <p>Students will focus more on career readiness in the second semester by applying the results of their assessments to networking and teamwork activities, as well as writing resumes and cover letters.</p>	<p>Apply knowledge to set goals, make informed decisions, and transfer to new contexts</p> <p>Make responsibility for and pursue new opportunities</p>	
<p>Where Do I Fit in the World? (Career Awareness, Career Exploration, Career Literacy)</p>		<p>Career Awareness (Colorado Middle School ICAP Quality Indicators):</p> <p>Element 1: Students will develop knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas.</p> <ul style="list-style-type: none"> • identify one career pathway that they are interested in while recognizing local, regional, national, and global availability; • name the career pathways as identified by the Colorado Career Cluster model. 	<p>Students will identify a career goal based upon the results of various assessments (i.e. interest survey, aptitude evaluation, academic skills, learning styles, work preferences, etc.).</p> <p>Students will practice applying for jobs based on their assessment results.</p> <p>Students will expand on their career goals in the second semester by researching career options independently based on the Holland</p>	<p>Ask questions and learn more about careers and other life pursuits</p> <p>Connect careers and other life pursuits to personal interest</p> <p>Pursue a path of inquiry initiated by personal connections to careers and other life pursuits</p> <p>Demonstrate knowledge, understanding, and personal awareness of how one's dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</p>	<p>(SC)2</p> <p>Career Presentation</p> <p>Job Application</p>

			Code. Students will create career presentations based on their career goals.		
How might I get there? (Academic Programming Awareness and Postsecondary Planning)		<p>Post-Secondary Options (Colorado Middle School ICAP Quality Indicators):</p> <p>Element 2: Students will become knowledgeable about a variety of post-secondary opportunities including, 2-year and 4-year degree programs, apprenticeships, military service, career and technical colleges, and service-learning programs such as Job Corps.</p> <p>Element 3: Students will gain exposure to basic academic and life skills necessary to reach their optimal postsecondary potential.</p>	<p>Students will investigate the training and educational requirements (academic planning & postsecondary options) for their chosen career field.</p> <p>Students will create a presentation on a postsecondary institution of their choice based on their research.</p>	<p>Demonstrate a willingness to try new things</p> <p>Demonstrate flexibility, imagination, and inventiveness in taking tasks and activities</p> <p>Innovate from failure, connect learning across domains, and recognize new opportunities</p> <p>Act on creative ideas to make a tangible and useful contribution</p>	<p>(SC)2</p> <p>Postsecondary Research</p>
		<p>Post-Secondary Aspirations (Colorado Middle School ICAP Quality Indicators):</p> <p>Element 2: Students will be knowledgeable about members in their community that represent a variety of career pathways. Students will (be able to):</p>	<p>Students will communicate to articulate short-term actions necessary to achieve their goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career</p>	<p>Articulate personal strengths and challenges using different forms of communication to express oneself</p> <p>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode,</p>	<p>(SC)2</p> <p>Interview</p> <p>Interview Questions</p>

