

## Colorado CTE Course – Middle School Personal Development III

<b>Course Name</b>	<b>ACE CTE Personal Development III</b>		<b>Course Details</b> Course = 0.50 Carnegie Unit Credit		<b><i>The intensity and duration of student support, should be scaffolded and faded as students progress through levels *denotes priority unit</i></b>
<b>Course Description</b>	This course builds on the skills developed in Personal Development II 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. <i>Self Advocacy, Empowered Individual &amp; Problem Solver PWR Competencies are included.</i>				
<b>Note:</b>	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: <a href="#">Level 2: Workplace Readiness Skills- CTECS - WRS</a> - teacher will need to create extension activities for this curriculum as the third level is not developed.				
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 <a href="https://www.cde.state.co.us/standardsandinstruction/essentialskills">https://www.cde.state.co.us/standardsandinstruction/essentialskills</a> <b>2021 Version of PWR/Essential Skills</b>					
Instructional Unit Topic <a href="#">msqualityindicatorsandelements</a> <a href="#">(state.co.us)</a>	Suggested Length of Instruction	CTE or Academic Standard Alignment <i>Standard alignment to be added at local discretion</i>	Competency / Performance Indicator	Outcome / Measurement (examples of what evidence would look like)	CTSO/PWR (essential) Skills/ICAP* Integration <a href="#">*MS ICAP Quality Indicators</a>
Personal Qualities and Abilities	quarter/trimester/semester	Demonstrate knowledge, understanding, and personal awareness of	Assess personal strengths and limitations with a well grounded sense of confidence, optimism, and a “growth mindset”.	Students shall/may develop a deeper understanding of their own emotions,	Participate in leadership opportunities the

		<p>individual talents, interests, hopes, dreams, and passions (SA1)</p>	<p>Reflect and revise action items included in the personal growth plan developed in Personal Growth II course.</p> <ol style="list-style-type: none"> <li>1. Analyze growth and any plan achievements made during the last 1-2 years. Students should consider the following questions:             <ol style="list-style-type: none"> <li>a. What have been the most significant or impactful activities?</li> <li>b. What are areas that have seen little growth or are slow moving in progression?</li> <li>c. What actions do I need to take to continue growth and development?</li> </ol> </li> <li>2. Examine (additional) resources that can support any new actions/activities. Consider the following:             <ol style="list-style-type: none"> <li>a. How can I leverage resources to assist in my growth journey?</li> <li>b. What are the resources and/or actions I need to take to improve in the following targeted areas:                 <ul style="list-style-type: none"> <li>• Understanding of myself and my</li> </ul> </li> </ol> </li> </ol>	<p>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. Students will reflect on their understanding of their personal</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. Students participate in leadership workshops and</p>
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			<p>strengths and weaknesses</p> <ul style="list-style-type: none"> <li>● Understanding my passions and how their development can lead to personal fulfillment</li> <li>● Improving my relationships with my family, friends and supporters (like teachers and coaches)</li> <li>● Improving my ability to set goals</li> <li>● Improving my ability to regulate my emotions</li> <li>● Improving my abilities to work independently or within a team/group</li> <li>● Improving general social skills, and</li> <li>● Improving my ability to analyze choices and</li> </ul>	<p>behaviors with respect to a beginning analysis of gap areas between current skillsets and traits and skills that match their long-term aspirations. Students will develop a understanding of supports and resources available within their immediate social circle and how improving interpersonal communication increases self-advocay. Students will reflect on their own personal development goals and identify bridging opportunities for increasing their own social capital. Students take on increasing leadership roles and develop team-management skills or participate in leadership role-playing scenarios.</p>	<p>leverage high school CTSO connections to increase peer to peer leadership development skills.</p>
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			<p>decision-making ability.</p> <p>3. Students develop leadership skills and explore how their personal characteristics influence their leadership style.</p>		
Career Awareness		<p>Develop knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas.</p> <p>Develop informational literacy skills through the practice of career investigation.</p>	<p>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits”</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>Analyze career development opportunities and create a roadmap for one career pathway of interest, including:</p> <ol style="list-style-type: none"> <li>1. Analysis of career opportunities and how those opportunities are connected.</li> <li>2. Identification of career specific resources or supports (Scholarships, targeted credentials, professional networks, etc.).</li> <li>3. Analysis of career pathway costs versus students personal goals, including:             <ol style="list-style-type: none"> <li>a. How well do the career opportunities align with lifestyle preferences.</li> <li>b. What barriers exist to career fulfillment.</li> </ol> </li> </ol>	<p>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. Student will demonstrate increasing skills towards career literacy, information location and analysis. Student representation examples:</p>	<p>Create targeted career planning network or resources. Examples: Develop speakers bureau, develop peer materials for career presentations or chapter promotional materials.</p>

			<ul style="list-style-type: none"> <li>c. How is the career pathway expected to change in the future.</li> <li>d. Articulated learning and reflection and increasing ability to interpret and justify analysis for future career plan activities.</li> </ul>	<p>Presentations using flip grid, skits, powerpoint, or collage. Students anticipate questions and provide response to inquires (socratic seminar modeling).</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>Students explore language use leading to positive reinforcement of personal goal activities and increasing executive functioning skills.</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 be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate the benefits of goal setting, including: <ul style="list-style-type: none"> <li>a. Value of making goals visible.</li> <li>b. Understanding how micro goals lead to long term or larger goal achievement.</li> </ul> </li> <li>2. Explain the SMART goal setting model.</li> <li>3. Explain the HARD goal setting model.</li> <li>4. Explain the WOOP goal setting model.</li> <li>5. Use goal setting techniques to create an action plan. (Micro goals, backwards goals, or value-based goals processes.)</li> </ol>	<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</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, increasing career networks,</p>	

			<p>6. Practice drafting goals with clearly defined objectives and key results, using appropriate language to encourage positive motivation.</p> <p>7. Demonstrate life management skills in self-motivation and self-advocacy.</p>	<p>reflect on previous goals and milestones, and practice big picture thinking towards identification of new actions and activities, strategies for continuous learning and adaption or refinement of personal and career plans. Revisions may include evidence of micro goals, backwards goals, or value-based goals processes.</p>	<p>etc. Students should work towards 100% student management of the CTSO with respect to activity planning, outreach, resource acquisition, and reporting/documentation .</p>
<p>Post-Secondary Options and Career and Academic Planning</p>		<p>Develop a sense of self-awareness by assessing individual motivations, abilities, limitations, interests, and skills.</p>	<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 should include new learning as they update plans and plan revisions should reflect effective goal setting techniques (SMART, HARD, WOOP or other goal setting methods).</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</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 fairs/confere</p>

			<p>Plans reflect “I will” and use positive language to encourage action and motivation.</p> <p>Plans reflect increasing self-awareness of personal and professional goals, along with the actions necessary to achieve them.</p> <p>Plans include documentation of postsecondary training actions and resources to support life-long learning.</p>	<p>needed to pursue future goals.</p> <p>Demonstrate knowledge of resources available to remove or reduce 1-2 self-identified career/personal obstacles or barriers.</p> <p>Include evidence of researching local resources to assist in growth or achievement of goals and actions.</p>	<p>nces, high school or college CTSO presentations, or CTSO events as part of the chapter’s program of work.)</p> <p>Actively participate in postsecondary learning events, workshops, and tours. Document experience with reflection on how the experience supports career aspirations.</p>
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</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</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</p>	<p>Represent the school or district with professionalism at events and conferences</p> <p>Understand the role</p>

		<p>competencies within the workplace.</p> <p>Practice customer service skills in the workplace.</p>	<p>(understanding tasks, asking clarifying questions, setting timelines for work, etc.)</p> <p>Model customer service skills (listening for understanding, decisions based on reasonable activities, identifying basic customer expectations, etc.)</p> <p>Explore personal bias concept and how understanding personal bias can lead to increasing teamwork skills.</p>	<p>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>Expand on knowledge of 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>Expand understanding of how diversity can contribute to increased personal cultural competency, stronger communities, and</p>	<p>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 officials, parent groups, or employers, etc.)</p> <p>Practice scenarios on diversity challenges and how modeling open dialogue can lead to greater allyship.</p>
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<p>Career and Life Management: Communication, Continuous learning and Adaption</p>		<p>Demonstrate appropriate communication skills when engaging others.</p> <p>Develop listening and speaking skills.</p> <p>Evaluate 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.) Students participate in role-playing scenarios with increasing complexity.</p> <p>Use career-responsive dialogue to practice interpersonal skills of networking and decision-making.</p>	<p>better workplace environments.</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>Practice effective communication with peers during CTSO meeting and events. Engage in conversations with employers related to their experiences and potential career options.</p>
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Resources	<p> <a href="https://www.asuprepdigital.org/blog/setting-smart-goals-for-middle-school-success/">https://www.asuprepdigital.org/blog/setting-smart-goals-for-middle-school-success/</a>  <a href="https://www.coloradoedinitiative.org/wp-content/uploads/2014/10/GS-6-8-model.pdf">https://www.coloradoedinitiative.org/wp-content/uploads/2014/10/GS-6-8-model.pdf</a>  <a href="https://thesparklynotebook.com/7-activities-for-setting-goals-middle-school/">https://thesparklynotebook.com/7-activities-for-setting-goals-middle-school/</a>  <a href="https://www.diverseeducators.co.uk/courageous-conversations-toolkit/#:~:text=What%20is%20an%20Example%20of,someone%20who%20is%20avoiding%20you.">https://www.diverseeducators.co.uk/courageous-conversations-toolkit/#:~:text=What%20is%20an%20Example%20of,someone%20who%20is%20avoiding%20you.</a>            Courageous Conversations with Peers Video: <a href="https://www.youtube.com/watch?v=FCJNqX_Hrio">https://www.youtube.com/watch?v=FCJNqX_Hrio</a>  <a href="https://www.learningtogive.org/resources/everyday-sel-courageous-conversations">https://www.learningtogive.org/resources/everyday-sel-courageous-conversations</a>  <a href="https://rmpbs.pbslearningmedia.org/resource/cb19-ss-letstalkbias/lets-talk-bias/">https://rmpbs.pbslearningmedia.org/resource/cb19-ss-letstalkbias/lets-talk-bias/</a>  <a href="https://www.mycoloradojourney.com/">https://www.mycoloradojourney.com/</a>  <a href="https://employmentfirstcolorado.org/career-exploration/">https://employmentfirstcolorado.org/career-exploration/</a>  <a href="https://www.coloradocareeradvising.com/">https://www.coloradocareeradvising.com/</a> </p>			