



Course Name	ACE Capstone/Portfolio Based/Culminating Course		Course Details	Levels I-IV are developmentally appropriated by local decision (it is recommended that Capstone lies in Level III-IV)	
			Course = 0.50 Carnegie Unit Credit		
Course Description	Students critique and formulate skills to complete a multifaceted learning portfolio that serves as a culminating academic and intellectual experience for students in pathway programs. Instruction and experiences may include: topic selection, portfolio creation, community connections; employability skills such as: oral communication, public speaking, research skills, computer literacy, teamwork; the academic planning skills such as: self-sufficiency and goal setting, and; Postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life. Students will demonstrate levels of knowledge and skill for the environmental expectations of Postsecondary options and intentional academic planning based on self-awareness and career exploration. This course is designed to meet or exceed the current Colorado Graduation Guideline menu option for Capstone. Follow CDE definition and CTE definition of Capstone here: https://ed.cde.state.co.us/postsecondary/grad-capstone				
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 #	22153 72003 72250	Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, worksite tours, 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 <i>*ACE CTE students may qualify for any CTSO depending on pathway and local option</i>
ACE Capstone/Portfolio	1 semester – 1 year	1. Students will demonstrate levels of	Students will demonstrate levels of	SEE MATRIX BELOW	Successful Career



Based/Culminating Course		knowledge and skill for the environmental expectations of Postsecondary options and intentional academic planning based on self-awareness by: accurately recognizing one's own emotions, thoughts and values and how they influence behavior and appropriately express one's own emotions, thoughts and values and identify how they influence behavior.	knowledge and skill for the environmental expectations of Postsecondary options and intentional academic planning based on self-awareness.		Students of Colorado (SC) ² - see website for competition integration https://cteincolorado.org/ace-ctso/
		2. Students will demonstrate professional skills through career awareness by experiencing career exploration opportunities as related to: asking questions and learning more about careers and other life pursuits and connecting careers to personal interests.	Students will demonstrate levels of knowledge and skill for the environmental expectations of Postsecondary options for career exploration.		
		3. Students will demonstrate critical thinking skills by investigating topics, portfolio creation, and community connections through inquiry and analysis	Students will demonstrate inquiry and analysis through research and investigation of topics and explaining topics.		



		by identifying and explaining concepts through multiple perspectives.			
		4. Students will demonstrate global and cultural awareness through planning and evaluating complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives	Students will interview and participate in multiple experiences to support their Capstone learning and experience.		

Outcome/Measurement	Novice	Advanced Beginner	Strategic Learning	Emerging Expert
1.	Accurately recognizing one's own emotions, thoughts and values and how they influence behavior.	...and Appropriately express one's own emotions, thoughts and values and identify how they influence behavior	...and Assess personal strengths and limitations, with well-grounded sense of confidence, optimism, and self-confidence	...and Adapt to environments with appropriate emotions and behaviors, demonstrate personal awareness through the development of positive relationships
2.	Ask questions and learn more about careers and other life pursuits	...and Connect careers to personal interests	...and Pursue a path of inquiry initiated by personal connections to careers and other life pursuits	...and Demonstrate knowledge, understanding, and personal awareness, of how one's dreams and interests translates into career fulfillment and career pathways available local, regional, and global arenas.



3.	Recognize and describe cause-and-effect relationships and patterns in everyday experiences	... and investigate to form hypotheses, make observations and draw conclusions	... and test hypotheses/prototype with planned process for getting feedback	... and make predictions and design data/information collection and analysis strategies
4.	Compare attitudes and beliefs as an individual to others	... and identify and explain multiple perspectives (cultural, global) when exploring events, ideas and issues	... and plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical and scientific)	... and apply knowledge and skills to implement sophisticated, appropriate and workable solutions to address complex global problems using interdisciplinary perspectives independently or with other

+ Colorado Department of Education, Colorado Academic Standards, Essential Skills

<https://ed.cde.state.co.us/standardsandinstruction/essentialskills>



ACE CTE Capstone/Portfolio Course Crosswalk to Colorado ELA Prepared Graduate Standards

Prepared Graduate Standard 1 (PG 1):

Collaborate effectively

Community connections, teamwork, interviews, multiple experiences, positive relationships

Course evidence: emphasizes teamwork, collaboration, listening, and participation in shared objectives.

PG2: Deliver effective oral presentations

Oral communication, public speaking, portfolio presentation and explanation of topics

Course evidence: Students communicate research, portfolio learning, and career exploration findings to audiences.

PG3: Read literary texts (No explicit literary-text requirement)

Course evidence: focus is capstone, career readiness, and portfolio development rather than literary study.

PG4: Read informational texts

Career exploration, research, inquiry, investigation of topics, postsecondary planning

Course evidence: Students analyze informational resources to support career and capstone decisions.

PG5: Language in context

Explaining topics, professional communication, public speaking

Course evidence: Students adapt communication for career, academic, and portfolio purposes.



PG6: Craft arguments

Analysis, evaluation of solutions, explaining findings

Course evidence: Students justify decisions and conclusions through inquiry and analysis.

PG7: Craft informational/explanatory texts

Portfolio creation, research products, career planning artifacts

Course evidence: Capstone portfolios require informational and explanatory writing.

PG8: Craft narratives

Self-awareness, career exploration, personal reflection

Course evidence: Students communicate personal growth, goals, and career pathways.

PG9: Master writing process

Multifaceted portfolio, culminating academic experience

Course evidence: Development and refinement of portfolio products demonstrates drafting and polished work.

PG10: Research inquiry and design

Research skills, investigation, inquiry, hypotheses, data collection and analysis

Course evidence: Research and evaluation of information are central course expectations.