



Course Name	CD I - ACE CTE CAREER DEVELOPMENT I CAREER PLANNING		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 for students to create an individual, initial career plan that outlines steps to reach their career goal. 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. Students will also investigate the training and educational requirements (academic planning & Postsecondary options) for their chosen career field. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and Postsecondary aspirations. 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 #	22153 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, 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://ed.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 CAREER DEVELOPMENT I-CAREER PLANNING	1 semester – 1 year	1. Students will take initiative to analyze the information gathered from the career assessments and develop a career goal based upon the results.	1. Students will identify a career goal based upon the results of various assessments (i.e. interest survey, aptitude evaluation, academic	SEE MATRIX BELOW	Successful Career Students of Colorado (SC) ² - see website for



			skills, learning styles, work preferences, etc.).		competition integration
		2. Students will demonstrate career awareness through; connecting careers initiated by personal interest and connections. This is based on the use of surveys, aptitude, evaluation, academic skills, learning styles, and work preferences.	2. 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.)		https://cteincolorado.org/ace-ctso/
		3. Students will demonstrate informed risk taking through the investigation of training and educational requirements for their chosen career fields.	3. Students will investigate the training and educational requirements (academic planning & Postsecondary options) for their chosen career field.		
		4. 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 exploration, and Postsecondary aspirations.	4. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and Postsecondary aspirations.		



Outcome/Measurement	Novice	Advanced Beginner	Strategic Learning	Emerging Expert
1.	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
2.	Ask questions and learn more about careers and other life pursuits	...and Connect careers and other life pursuits to personal interest	...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 translate into career fulfillment and career pathways available local, regional, national and global arenas
3.	Demonstrate a willingness to try new things	...and Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities	...and Innovate from failure, connect learning across domains, and recognize new opportunities	...and Act on creative ideas to make a tangible and useful contribution
4.	Articulate personal strengths and challenges using different forms of	And.. Consider purpose, formality of context and audience,	...and	...and Articulate thoughts and ideas effectively using oral,



	communication to express oneself	and distinct cultural norms when planning content, mode, and deliverability of information	Establish goals for communication and plan out steps accordingly	written, and non-verbal communication skills in a variety of forms and contexts (including multi-lingual)
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+ **Colorado Department of Education, Colorado Academic Standards, Essential Skills**

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

Career Development I (Foundations)

This document aligns the ACE Career and Technical Education (CTE) Career Development I course with the Colorado Academic Standards in Reading, Writing, and Communicating. The alignment demonstrates how students develop foundational career awareness, communication, and personal development skills. Through structured activities focused on self-awareness, goal setting, and introductory career exploration, students begin building competencies aligned to the Prepared Graduate Outcomes. Each section below identifies the corresponding standard and prepared graduate competency, followed by a description of the competency and specific course evidence drawn from Career Development I activities and the course matrix.

Standard 1: Oral Expression and Listening

Prepared Graduate 1: Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Course Evidence: Students practice collaboration through group discussions, partner activities, and guided interactions focused on self-awareness and career exploration.

Prepared Graduate 2: Deliver effective oral presentations for varied audiences and varied purposes.

Course Evidence: Students share personal interests, strengths, and goals through structured discussions and introductory presentations.

Standard 2: Reading for All Purposes

Prepared Graduate 3: Read a wide range of literary texts to build knowledge and to better understand the human experience.

Course Evidence: Students review scenarios and examples related to personal growth, choices, and real-world experiences.



Prepared Graduate 4: Read a wide range of informational texts to build knowledge and to better understand the human experience.

Course Evidence: Students read materials focused on career awareness, workplace expectations, and personal development.

Prepared Graduate 5: Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Course Evidence: Students begin using academic and workplace vocabulary when discussing interests, goals, and career concepts.

Standard 3: Writing and Composition

Prepared Graduate 6: Craft arguments using techniques specific to the genre.

Course Evidence: Students explain personal choices, preferences, and goals through basic written reflections.

Prepared Graduate 7: Craft informational/explanatory texts using techniques specific to the genre.

Course Evidence: Students complete structured assignments such as goal-setting activities, career exploration notes, and simple planning documents.

Prepared Graduate 8: Craft narratives using techniques specific to the genre.

Course Evidence: Students write narratives about their interests, experiences, and early career ideas.

Prepared Graduate 9: Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Course Evidence: Students complete organized writing tasks including reflections and introductory planning documents.



Standard 4: Research Inquiry and Design

Prepared Graduate 10: Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Course Evidence: Students explore career options and personal interests through guided research and structured exploration activities.

Summary :

ACE Career Development I introduces foundational career awareness and readiness skills. Students build communication, reading, writing, and research skills through structured activities that support early exploration of career interests and goal setting, aligned to Prepared Graduate Competencies.