



Course Name	ACE CAREER DEVELOPMENT II-JOB SEEKING		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 (<i>or series of courses</i>) is designed to teach skills needed for entry into the workforce. Students will demonstrate successful job search strategies. Students will demonstrate employability skill ability to accurately complete job applications, write a resume ask for letters of recommendation. Students will examine model interviews and then participate in their own interview simulations. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job. Students will be knowledgeable of the environmental expectations of the workplace. Additionally, students will be introduced to personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes. Students practice appropriate communication, teamwork, problem-solving while working in a group environment. 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 #	72207 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, 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://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 II-JOB SEEKING	1 semester – 1 year	1. Students will demonstrate successful job search strategies through the use of information and	1. Students will demonstrate successful job search strategies.	SEE MATRIX BELOW	Successful Career Students of Colorado (SC) ² -



		communication technologies that will become a part of their career plan by communicating and creating a summary of their search as part of their career plan.			see website for competition integration _____
		2. Students will demonstrate the employability skill of accurately completing a job application through initiative and self-direction by recognizing personal characteristics, preferences, thoughts, strengths, pursue opportunities to engage and learn the application process.	2. Students will demonstrate accurately completing job applications.		https://cteincolorado.org/ace-ctso/
		3. Students will demonstrate the employability skill of accurately writing a resume through self-advocacy by communicating personal information and asking questions for support as needed.	3. Students will demonstrate accurately writing a resume.		
		4. Students will demonstrate the employability skill of asking for letters of recommendation through multiple sources by communicating appropriately.	4. Students will demonstrate asking for letters of recommendation .		
		5. Students will demonstrate the employability skill of examining model interviews	5. Students will examine model interviews and then participate in their		



		and participate in their own interview simulations through inquiry and analysis by: recognizing cause and effect relationships of interviewing techniques and patterns in model interviews, investigate to form hypotheses, and draw conclusions.	own interview simulations.		
		6. Students will be able to demonstrate the employability skill of self-advocacy by: advocating for accommodations or adaptations necessary to be successful on the job through appropriately communicating ideas/needs, ask questions that will help with supports, and demonstrate confidence in sharing their accommodations and adaptations.	6. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job.		
		7. Students will be able to demonstrate the employability skill of the use of information and communication technologies by being knowledgeable of the environmental expectations of the workplace through multiple	7. Students will be knowledgeable of the environmental expectations of the workplace.		



		sources of information and technology and able to communicate the expectations.			
		8. Students will explore the employability skills of critical thinking/problem solving through the introduction of personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes.	8. Students will be introduced to personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes.		
		9. Students will practice the employability skill of teamwork/ collaboration through appropriate communication, teamwork, problem solving-while working in a group environment by recognizing how personal actions have impact on others and how teams rely on one another to complete a task.	9. Students will practice appropriate communication, teamwork, problem-solving while working in a group environment.		

Outcome/Measurement	Novice	Advanced Beginner	Strategic Learning	Emerging Expert
1.	Students will be introduced to personal financial literacy	And..	...and	...and



	skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes	Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, and deliverability of information	Establish goals for communication and plan out steps accordingly	Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts (including multi-lingual)
2.	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
3.	Appropriately express a range of emotions to communicate personal ideas and needs	...and Ask questions to develop further personal understanding.	...and Demonstrate confidence in sharing ideas and feelings	...and Demonstrate an accurate and clear sense of goals, abilities, needs, and know how to request and/or acquire them
4.	Articulate personal strengths and challenges using different forms of communication to express oneself	...and Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, and deliverability of information	...and Establish goals for communication and plan out steps accordingly	...and Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts (including multi-lingual)
5.	Recognize cause and effect relationships and patterns in everyday experiences	...and To investigate, to form hypothesis, and make observations, and draw conclusions	...and Test hypothesis/ prototype with planned process for getting feedback	...and Make predictions and design data/information collection for getting feedback
6.	Appropriately express a range of emotions to	...and	...and	...and



	communicate personal ideas/needs	Ask questions to develop further personal understanding	Demonstrate confidence in sharing ideas/feelings	Demonstrate accurate and clear sense of goals, abilities, needs, and know how to request or acquire them
7.	Articulate personal strengths and challenges using different forms of communication to express oneself	...and Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, and deliverability of information	...and Establish goals for communication and plan out steps accordingly	...and Articulate thoughts and ideas effectively using oral, written, and non-verbal communication skills in a variety of forms and contexts (including multi-lingual)
8.	Recognize that problems can be identified and possible solutions can be generated	...and Define the problem using a variety of strategies	...and Make connections between information gathered and personal experiences to apply and/or test solutions	...and Interpret information and draw conclusions based upon information that was gathered to formulate a new problem
9.	Recognize how personal actions have had a positive impact on others with feedback as needed	...and Recognize how members of a community rely on each other considering personal contributions as applicable	...and Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus of decision making	...and Use interpersonal skills to learn and work with individuals from diverse backgrounds

+ Colorado Department of Education, Colorado Academic Standards, Essential Skills
<https://ed.cde.state.co.us/standardsandinstruction/essentialskills>



Career Development II (Intermediate)

This document aligns the ACE Career and Technical Education (CTE) Career Development II course with the Colorado Academic Standards in Reading, Writing, and Communicating. The alignment demonstrates how students build and apply intermediate career readiness, communication, and critical thinking skills. Through structured activities focused on career exploration, goal refinement, and employability development, students deepen 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 II 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 collaborate with peers and instructors to refine career goals and engage in structured career exploration and decision-making activities.

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

Course Evidence: Students present career interests, plans, and learning reflections through class discussions and structured 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: Minimal alignment; instruction focuses primarily on informational and real-world career materials.

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

Course Evidence: Students analyze career information, job descriptions, and postsecondary pathways using informational texts.

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 apply career and workplace vocabulary when discussing goals, job expectations, and planning steps.



Standard 3: Writing and Composition

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

Course Evidence: Students justify career pathway decisions and personal goals through written explanations and reflections.

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

Course Evidence: Students develop career exploration documents, goal-setting plans, and workplace readiness summaries.

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

Course Evidence: Students write reflections describing personal growth, interests, and evolving career goals.

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

Course Evidence: Students produce organized written assignments including reflections, plans, and career-related documentation.

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 research career options, educational pathways, and workplace expectations to support informed decision-making.

Summary:

ACE Career Development II builds intermediate career readiness by strengthening communication, research, and goal-setting skills. Students apply reading, writing, and communication in career-focused contexts, preparing for advanced career planning and real-world application aligned to Prepared Graduate Competencies.