



Course Name	ACE CTE PWR I - ACE Success Foundations		Course Details	The intensity and duration of student support, should be scaffolded and faded as students progress through levels I-III.		
			Course = 0.50 Carnegie Unit Credit			
Course Description	This course focuses on personal/self-awareness. This class is designed to help students explore and develop the personal and academic skills that are foundational to successful transition into the working world. Teachers will facilitate students learning and implementing academic discipline skills, mindsets, and behaviors for successful academic course completion, and help them to identify methods for setting goals for personal improvement and continuous growth in an academic area, and explain the purpose of fundamental tools used to pursue a career path. Students will select critical thinking skills to make informed, ethical, and socially responsible choices and will also work on implementing essential routines for physical and mental health maintenance and personal safety, including emotion regulation, positive communication skills, decision-making, goal setting, time management, advocacy, problem solving, conflict resolution, self-awareness, personal responsibility, work ethic, stress management, and appropriate personal/social and conflict resolution skills. Students will investigate how all of these factors influence successful career habits. Students will also have the opportunity to determine personal interests, talents, goals and preferences for potential careers, and explore the connection between those interests and Postsecondary workforce aspirations and options.					
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 #	22251 22252 22253 72003 72206 72207 72209	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</i>	



					<i>pathway and local option</i>
PWR I - ACE Success Foundations	1 semester – 1 year	1. Students will demonstrate critical thinking skills in academic and personal decision making.	Students will select critical thinking skills to make informed, ethical, and socially responsible choices.		Successful Career Students of Colorado (SC) ² - see website for competition integration
		2. Students will investigate and implement various personal responsibility skills in academic, personal, and career-based situations.	Students will implement essential routines for mental health maintenance and personal safety, including emotion regulation, advocacy, self-awareness, and stress management.		https://cteincolorado.org/ace-ctso/
		3. Students will explore and evaluate how critical thinking and problem solving play a role in the maintenance of positive mental health and interpersonal skills.	Students will implement essential routines for physical and mental health including communication skills, decision-making, problem solving, and conflict resolution.		
		4. Students will practice and demonstrate collaboration and teamwork in order to assess how interpersonal skills and emotion management determine	Students will investigate how stress management, and appropriate personal/social and conflict resolution skills influence successful career habits.		



		workplace interaction success.			
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Outcome/Measurement	Novice	Advanced Beginner	Strategic Learning	Emerging Expert
1.	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 gathered to formulate a new problem
2.	Handle impulses and behavior with minimal direction	... and discern differences of effective and ineffective processes, communication and tasks	... and regulate one's emotions, thoughts and behaviors in different situations	... and develop, plan and organize self-behavior.
3.	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 gathered to formulate a new problem
4.	Recognize how personal actions have had a positive or negative 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 in 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>



This document aligns the ACE CTE PWR I course with the Colorado Academic Standards in Reading, Writing, and Communicating. Each row identifies the relevant standard, the prepared graduate competency, a description of the alignment, and evidence drawn from the course matrix.

This document aligns the ACE Career and Technical Education (CTE) Postsecondary & Workforce Readiness I (PWR I) course with the Colorado Academic Standards in Reading, Writing, and Communicating.

The alignment demonstrates how students develop foundational skills in communication, reading, writing, and research as they build self-awareness, goal-setting skills, and career readiness. Through structured activities focused on personal development, decision-making, and career exploration, students begin developing 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 PWR I instructional 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, peer feedback, and communication activities focused on self-awareness, goal setting, and problem solving.

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

Course Evidence: Students present personal goals, strengths, and career interests through classroom 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: Students analyze scenarios and case examples related to personal growth, responsibility, and real-world challenges.

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

Course Evidence: Students read and interpret materials related to career exploration, goal setting, and workplace expectations.



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 academic and workplace vocabulary when discussing decision-making, personal responsibility, and career readiness.

Standard 3: Writing and Composition

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

Course Evidence: Students justify personal decisions, goals, and problem-solving approaches through written reflections.

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

Course Evidence: Students create written goal plans, career exploration summaries, and personal development reflections.

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

Course Evidence: Students write narratives reflecting on their personal growth, strengths, and experiences.

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

Course Evidence: Students complete structured writing tasks including reflections, goal-setting documents, and personal development plans.

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 pathways, personal interests, and postsecondary options using structured exploration activities.

Summary:

ACE CTE PWR I builds foundational postsecondary and workforce readiness skills, including self-awareness, goal setting, communication, and personal responsibility. Students develop essential academic and employability skills through reading, writing, communication, and research activities aligned to Prepared Graduate Competencies.