



Course Name	ACE CTE PWR II - ACE Success Systems		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 self and social awareness. This course is designed to help students understand the relationship of their individual talents, interests, and dreams with others around them. Teachers will facilitate an understanding of personal learning styles, self - management, how skills and beliefs within multiple environments (peer, school, home) influence Postsecondary options and workforce readiness. Students will monitor and practice skills including personal responsibility, interpersonal skills such as but not limited to: collaboration, cooperation, social responsibility/citizenship, problem solving, work ethic, stress management, and how they are applied in a group/social environment. This course will allow students to identify specific environmental factors that influence their physical, emotional, and mental health in relation to their career choice, and evaluate how applying critical thinking skills, collaboration, group problem solving, conflict resolution, and personal responsibility can impact any related social setting success. Students may match potential career opportunities in career clusters or plan a career path based on personal interests, goals, talents and preferences.				
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 22153 72151 72152 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>
ACE CTE PWR II - ACE Success Systems	1 semester – 1 year	1. Students will demonstrate how collaboration and teamwork are key factors in understanding and developing interpersonal skills.	Students will monitor and practice interpersonal skills such as collaboration, cooperation, problem-solving, work ethic, and stress management.		Successful Career Students of Colorado (SC) ² - see website for competition integration
		2. Students will utilize Career Awareness to further their understanding of how their health choices and strengths can be adapted to their future work environments.	Students will identify specific environmental factors that influence their physical, emotional, and mental health in relation to their career choice.		https://cteincolorado.org/ace-ctso/
		3. Students will utilize problem solving techniques to show how conflict and personal choices can impact social situations.	Students will evaluate how applying group problem solving, conflict resolution, and personal responsibility can impact any related social setting success.		

Outcome/Measurement	Novice	Advanced Beginner	Strategic Learning	Emerging Expert
1.	Recognize that problems can be identified, and	... and Define the problem using a variety of strategies	... and Make connections between information gathered and	... and Interpret information and draw conclusions based



	possible solutions can be generated		personal experiences to apply and/or test solutions	upon information gathered to formulate a new problem
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 in local, regional, national and global arenas
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

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



Postsecondary & Workforce Readiness II (Advanced)

This document aligns the ACE CTE PWR II 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.

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 independently communicate with teachers, employers, and community partners while planning for postsecondary goals. Students participate in transition meetings, communicate needs, and collaborate with adults to build PWR portfolios.

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

Course Evidence: Students present their strengths, goals, and transition plans to authentic audiences. Students lead portions of their IEP/transition meetings and present PWR reflections or readiness plans.

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 illustrating independence, self-advocacy, and adult life responsibilities. Students review scenarios involving conflict resolution, workplace expectations, and community living.

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

Course Evidence: Students interpret PWR frameworks, adult life documents, and transition planning materials such as job descriptions, agency information, and training guides.

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 professional and adult-life vocabulary when discussing goals, strengths, needs, and transition planning steps.



Standard 3: Writing and Composition

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

Course Evidence: Students justify their postsecondary goals, support needs, and readiness through written reflections and explanations of their PWR levels and strategies.

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

Course Evidence: Students document PWR progress, transition steps, and adult life planning through checklists, plans, and summaries.

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

Course Evidence: Students reflect on experiences related to independence, readiness, and personal growth, describing strengths and challenges.

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

Course Evidence: Students produce clear, accurate transition documentation including reflections, goal-setting forms, and multi-step 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 postsecondary options, community agencies, employment pathways, transportation, and adult services, evaluating sources to support decision-making.

Summary: ACE PWR II strengthens advanced postsecondary readiness, self-advocacy, independent decision making, transition planning, and adult life navigation. Students take ownership of their goals, evaluate readiness, and engage with real-world resources. These experiences align directly with Colorado's Prepared Graduate Competencies through integrated reading, writing, communication, and research within transition and PWR skill development.