



Course Name	ACE CTE PWR III - ACE PWR Applications		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 class is designed to help students acquire the skills necessary for successful transition to their Postsecondary working life. Students will learn to apply critical thinking and academic knowledge in order to create plans and potential solutions for problems in the workplace and community, and assess the pros and cons of personal decisions based on their anticipated impact on self, peers, employers, and community. The course content will allow students to examine the concepts of money management, budgeting, consumer awareness, housing/apartment living, paying for and gaining entry into Postsecondary training, stress management, learning how to successfully move out, living on your own, finances, and acquiring and securing Postsecondary housing 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 #	22153 22251 22252 22253 72206 72207 72209 72210	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 *ACE CTE students may qualify for any CTSO depending on pathway and local option



ACE CTE PWR III - ACE PWR Applications	1 semester – 1 year	1. Students will apply critical thinking in creating pro-active solutions within their career environment and community.	Students will learn to apply critical thinking and academic knowledge in order to create plans and potential solutions for problems in the workplace and community.		Successful Career Students of Colorado (SC) ² - see website for competition integration
		2. Students will test and implement personal decision-making skills to understand their impact on quality civic engagement.	Students will assess the pros and cons of personal decisions based on their anticipated impact on self, peers, employers, and community		https://cteincolorado.org/ace-ctso/
		3. Students will study and implement personal responsibility and how it is essential to best financial practices through examining the concepts of money management, budgeting, and consumer awareness.	Students will examine the concepts of money management, budgeting, and consumer awareness.		
		4. Students will explore multiple options for critical thinking in order to analyze, critique, and choose options for Postsecondary life and self-sufficiency by examining the concepts of housing/apartment living, paying for and gaining entry into Postsecondary training, learning how to successfully move out, living on your own, finances, and	Students will examine the concepts of housing/apartment living, paying for and gaining entry into Postsecondary training, learning how to successfully move out, living on your own, finances, and acquiring and securing		



		acquiring and securing Postsecondary housing options.	Postsecondary housing options.		

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.	Identify and reflect upon personal connections to community systems	... and connect knowledge (facts, theories, etc.) from personal ideas and understandings to civic engagement	... and participate in social or community activities	... and participate effectively in civic life
3.	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
4.	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>



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

The alignment demonstrates how students engage in oral communication, reading, writing, and research as they develop advanced postsecondary and workforce readiness skills. Through transition planning, self-advocacy, and real-world application, students build competencies that directly support 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 II 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 independently communicate with teachers, employers, and community partners while planning for postsecondary goals and participate in transition meetings to build PWR portfolios.

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

Course Evidence: Students present strengths, goals, and transition plans in IEP/transition meetings and PWR reflections.

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 real-world scenarios focused on independence, self-advocacy, and adult life expectations.

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, job descriptions, agency materials, and transition resources.

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 consistently use professional vocabulary to discuss goals, supports, and transition planning.



Standard 3: Writing and Composition

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

Course Evidence: Students justify postsecondary goals and self-advocacy strategies through written reflections.

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

Course Evidence: Students produce transition plans, summaries, and PWR documentation.

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

Course Evidence: Students write personal reflections on readiness, strengths, and growth.

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

Course Evidence: Students complete polished multi-step transition 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 research postsecondary pathways, community services, and employment resources to support informed decision-making.

Summary:

ACE PWR II strengthens postsecondary readiness, self-advocacy, transition planning, and independent decision-making. Students apply reading, writing, communication, and research skills in authentic contexts aligned to Prepared Graduate Competencies.