



Course Name	ACE CTE WBL I - In-School		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	(As a pre-requisite, students should have already taken or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence) As developmentally appropriate, this course (or series of courses) is designed for students to develop basic employment skills by participating in an in-school work/school based enterprise experience. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, postsecondary option knowledge and employability skills. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.					
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	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>	
1. Training Plan 2. Workman’s Compensation 3. Training Agreement – list technical skills to be learned 4. PWR Skills 5. Employer Evaluation 6. Student self-evaluation 7. Hours documentation						
ACE WBL I - In-School	1 semester – 1 year	1. Students will demonstrate Personal Responsibility and Initiative by attending work regularly and be on time	Student will develop basic employment skills	SEE MATRIX & Standards BELOW	Successful Career Students of Colorado (SC) ² - see website for	



				Standards: ESSK.02.08 Apply active listening skills to obtain and clarify information ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability ESSK.06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments ESSK.06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health. ESSK.07.05 Conduct and participate in meetings to accomplish work tasks ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations. ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.	competition integration https://cteincolorado.org/ace-ctso/
		2. Students will demonstrate Personal Responsibility by following the dress code and practicing good hygiene	Student will develop basic employment skills		
		3. Students will demonstrate Personal Responsibility and Adaptability/ Flexibility by following the workplace laws and rules	Student will develop basic employment skills		
		4. Students will demonstrate Personal Responsibility and Adaptability/ Flexibility by understanding workplace hierarchy	Student will develop basic employment skills		
		5. Students will demonstrate Character by exhibiting ethical behavior	Student will develop basic employment skills		
		6. Students will Use Information and Communications Technology appropriately	Student will develop basic employment skills		
		7. Students will demonstrate Task/Time Management by using organizational tools to meet deadlines	Student will develop basic employment skills		
		8. Students will demonstrate Perseverance/ Resilience when completing work tasks	Student will develop basic employment skills		



Outcome/Measurement	Novice	Advanced Beginner	Strategic Learning	Emerging Expert
1. Students will demonstrate Personal Responsibility and Initiative by attending work regularly and be on time	Infrequently attends work on time and occasionally calls in	...and Occasionally attends work on time and starts work within a few minutes of arrival	...and Frequently attends work on time and starts working right away; often communicates changes in schedule before start of work day	...and Attends work on time and starts working right away; communicates any necessary changes in schedule as soon as they are able
2. Students will demonstrate Personal Responsibility by following the dress code and practicing good hygiene	Can meet the dress code for school or workplace	...and Can make clothing and hygiene decisions to match the events of the day	...and Can use attire and hygiene habits to demonstrate desire to succeed in current position	...and Can explain how clothing and hygiene decisions influence the behavior of others in the workplace
3. Students will demonstrate Personal Responsibility and Adaptability/ Flexibility by following the workplace laws and rules	Can reference established school or workplace rules using multiple resources	...and Can share established school or workplace rules without the use of resources	...and Can identify and following universal school and workplace rules	...and Can explain the rationale behind school or workplace rules and adapt to any environment
4. Students will demonstrate Personal Responsibility and Adaptability/ Flexibility by understanding workplace hierarchy	Can identify own position within the school or organization	...and Can address superiors by their appropriate title	...and Can act in a manner that respects school or workplace hierarchical structures, understanding that all members of the team deserve full respect	...and Understands the cultural impacts of school and workplace hierarchical structure and is able to respectfully communicate with all people within the organization's community
5. Students will demonstrate Character by exhibiting ethical behavior	Can choose a behavior that feels right	...and Can apply ethical concepts in choosing a behavior	...and Can apply ethical concepts in choosing a behavior and explain alternate courses of actions	...and Can apply ethical concepts in choosing a behavior and fully defend the behavior by evaluating alternative courses of actions
6. Students will Use Information and Communications Technology appropriately	Can use the technology assigned to complete a task; is often distracted by personal technology	...and Can choose a technology that assists with task completion; occasionally becomes	...and Can reflect upon use of past technology in completing a task to help identify which	...and Can effectively identify, use, and reflect upon the appropriate technology for a



		distracted by personal technology	technology is best for particular task; does not often let personal technology distract from task at hand	task; does not let personal technology distract from task at hand
7. Students will demonstrate Task/Time Management by using organizational tools to meet deadlines	Can identify when a task is due	...and Can use structures and organizational tools to meet deadlines	...and Can create structures and organizational tools that match working styles to meet deadlines	...and Can reflect on past usage of structures and organizational tools in creating current ones to assist efforts in meeting a deadline
8. Students will demonstrate Perseverance/ Resilience when completing work tasks	Can resist distractions, maintain attention, and continue the task at hand through frustration or challenges	...and Can set goals and develop strategies to remain focused on learning goals	...and Can focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course	...and Can work effectively in a climate of ambiguity and changing priorities

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



This document aligns the ACE CTE WBL 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) Work-Based Learning I (WBL I) course with the Colorado Academic Standards in Reading, Writing, and Communicating.

The alignment demonstrates how students develop foundational communication, reading, writing, and research skills through introductory work-based learning experiences. Students build awareness of workplace expectations, employability skills, and professional behaviors 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 WBL 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 classroom activities, role-playing workplace scenarios, and guided interactions with peers and instructors.

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

Course Evidence: Students share ideas, goals, and reflections through structured discussions and introductory presentations related to workplace readiness.

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 illustrating workplace expectations, behaviors, and real-world situations.

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 related to workplace expectations, job responsibilities, and employability skills.



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 practice using appropriate workplace vocabulary and communication styles in professional contexts.

Standard 3: Writing and Composition

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

Course Evidence: Students explain personal decisions and workplace-related problem-solving through guided writing activities.

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

Course Evidence: Students complete basic reflections, logs, and assignments describing workplace expectations and skills.

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

Course Evidence: Students write personal narratives about goals, interests, and early work-based learning 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 such as reflections and introductory work-based learning 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 explore career options, workplace expectations, and employability skills through guided research activities.

Summary:

ACE WBL I introduces foundational work-based learning concepts, including workplace expectations, communication, and employability skills. Students begin applying reading, writing, and research skills in structured contexts aligned with Prepared Graduate Competencies, preparing them for more advanced work-based learning experiences.