



Course Name	ACE CTE WBL III – Intentional Career Path		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	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>
ACE WBL III – Intentional Career Path	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 BELOW	Successful Career Students of Colorado (SC) ² - see website for



					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	Can use the technology assigned to complete a task;	...and	...and	...and



Communications Technology appropriately	is often distracted by personal technology	Can choose a technology that assists with task completion; occasionally becomes distracted by personal technology	Can reflect upon use of past technology in completing a task to help identify which technology is best for particular task; does not often let personal technology distract from task at hand	Can effectively identify, use, and reflect upon the appropriate technology for a 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>



ACE CTE WBL III – Intentional Career Path Crosswalk to Colorado ELA Prepared Graduate Standards

Prepared Graduate Standard (PG1): Collaborate effectively

Workplace hierarchy, communication with supervisors, teamwork, respectful workplace interactions

Course Evidence: Students work within organizational structures and collaborate with supervisors and coworkers. PG2: Deliver effective oral presentations

Communication with supervisors, workplace discussions, employer interactions

Course Evidence: Professional oral communication is expected, though formal presentations are not a primary focus. PG3: Read literary texts (No explicit literary-text requirements)

Course Evidence: The course emphasizes workplace readiness rather than literary analysis.

PG4: Read informational texts

Workplace rules, laws, policies, training plans, organizational resources

Course Evidence: Students interpret workplace information and employment-related materials.

PG5: Language in context

Professional communication, workplace etiquette, hierarchy, ethical behavior

Course Evidence: Students adapt language and communication to workplace settings and audiences.

PG6: Craft arguments

Defending ethical decisions and evaluating alternatives

Course Evidence: Students justify workplace decisions and explain reasoning in professional contexts



PG7: Craft informational/explanatory texts

Training plans, documentation of hours worked, workplace records

Course Evidence: Students create and maintain employment-related documentation.

PG8: Craft narratives

Reflection on workplace experiences, career development

Course Evidence: Students may communicate personal growth and workplace learning experiences.

PG9: Demonstrate mastery of writing process

Workplace documentation and organizational tools

PG10: Research inquiry and design

Understanding workplace laws, policies, technology use, career development

Course Evidence: Students gather and apply information to workplace situations and career goals.