

Colorado AFNR Course Scope and Sequence

Course Name	Work-based Learning Experience		Course Details	Level 4 course available with any pathway. CREDIT = Variable Prerequisite: Completion of Level 3 coursework in pathway area or with permission of the Instructor. CTE Credential: Appropriate CTE Credential for the pathway or CTE Work-based learning coordinator credential					
			Course = 0.50 Carnegie Unit Credit						
Course Description	This course is designed to prepare students to enter the workforce through on-the-job training in the form of a work-based learning experience and maybe combined with class instruction. Students will build on prior knowledge and skills in the program of study aligned to their career and academic plan to further develop and apply employability and technical skills that prepare them for success in future career and postsecondary education. Students will have the opportunity to develop skills in supervised practice experience on the job or in a classroom—based job environment. A personalized learning plan is a requirement of this course. ****Significant industry engagement is required for this course and includes, but is not limited to, setting professional expectations for quality of work, mentoring students through a project, and providing feedback, and evaluating employability skill development. A dedicated workplace mentor will supervise each student in workplace-based experiences such as internships, co-ops, and apprenticeships.								
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 #	17009	Schedule calculation based on 60% of a semester instructional time. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, 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://www.cde.state.co.us/standardsandinstruction/essentialskills									
Unit Number, Title and Brief Description	Suggested % of Instructional Time	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration				
Unit 1: Personalized Learning Plan		Develop a personalized career plan that includes application of academic standards, technical standards, and personal and workplace skills.	A student will have a personalized learning plan that identifies their long-term goals, demonstrates how work-based learning (WBL) experience aligns with their elective focus and/or high school plan of study, address	Personalized learning plan is updated and documents metrics for student achievement of: Technical skill attainment.					

			how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas. A. Application of academic and technical knowledge and skills (embedded in course standards) B. Career knowledge and navigation skills C. 21st Century learning and innovation skills D. Personal and social skills.	• Career knowledge and development • Development of personal and social skills • Development of employment skills/21st century learning and innovation skills.	
Unit 2: Career Development		Demonstrate active career development through participation in work-based learning activities and personal reflection and career planning.	Student demonstrates active career development through participation in work-based learning activities and personal reflection and career planning. A student is expected to: A. document work from the personalized learning plan B. Analyze work experiences and career goals.	Update materials from coursework to add to the portfolio or other ICAP documentation repository started in previous courses to illustrate mastery of skills and knowledge outlined in previous courses and applied in the practicum. The portfolio/ICAP should reflect thoughtful assessment and evaluation of the progression of work involving the application of project management skills specific to the students' career and academic goals. The following documents will reside in the career portfolio/ICAP:	

				A. A career plan developed and revised in prior courses. B. Resume C. List of responsibilities undertaken through the course. D. Examples of visual materials used during the course (such as diagrams, schematics, and site plans), and artifacts of project outcomes (such as photographs of various stages of a project) E. Periodic journal entries reflecting on tasks and activities. F. Feedback from instructor and/or supervisor based on observations. Create and continually update a personal journal to document skills learned during the practicum and draw connections between the experience and previous course content by reflecting on:	
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				A. Tasks accomplished and activities implemented. B. Positive and negative aspects of the experience. C. How challenges were addressed D. Team participation in a learning environment. E. Comparisons and contrasts between classroom and work environments. F. Interactions with colleagues G. Personal career development H. Personal satisfaction	
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Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

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.*

Students collaborate with employers, supervisors, coworkers, and educators to demonstrate workplace communication, teamwork, professionalism, leadership, conflict resolution, and problem-solving skills in authentic work environments.

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

Students present workplace experiences, career development goals, work-based learning projects, and reflections to instructors, employers, peers, and community stakeholders using professional communication skills.

Standard 2: Reading for All Purposes

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

Students analyze workplace policies, employee handbooks, safety procedures, labor regulations, career pathway information, industry expectations, and employment documents to understand workplace responsibilities and professional 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.*

Students develop and apply professional workplace vocabulary related to employment, workplace safety, customer service, business communication, leadership, ethics, career development, and industry-specific terminology to communicate effectively in professional settings.

Standard 3: Writing and Composition

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

Students develop résumés, cover letters, employment applications, workplace documentation, career plans, reflective journals, and internship reports that communicate workplace experiences, professional growth, and career readiness.

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

Students produce polished professional documents, including résumés, cover letters, employment correspondence, workplace reports, and reflective portfolios that meet industry expectations for written communication.

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.*

Students research career pathways, labor market information, postsecondary education options, employer expectations, workplace laws, industry trends, and professional development opportunities to make informed career decisions and develop individualized career plans.

Note: *Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.*