

## Colorado CTE Course – Scope and Sequence

Course Name	Family and Consumer Sciences 2		Course Details	Semester/Trimester (12-18 weeks)	
			Course = 0.50 Carnegie Unit Credit		
<b>Course Description</b>	In this level two middle school course students will expand and practice more advanced concepts in Career Exploration, Financial Literacy, Foods/Nutrition, Interior Design, Apparel Design, Personal Development, and Interpersonal Relationships. Students will acquire knowledge and essential skills necessary for success in career pathways.				
<b>Note:</b>	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. <b>Note: FCS pathways in the description can be expanded on, substituted or added to the suggested scope and sequence based on student needs and community stakeholder recommendations.</b> Menu of Options/Ideas for Curriculum: <a href="#">Level 1: Career Interest Development - CTECS - WRS</a>				
SCED Identification #		Schedule calculation based on 60 calendar days of a 90-day semester. 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 <a href="https://www.cde.state.co.us/standardsandinstruction/essentialskills">https://www.cde.state.co.us/standardsandinstruction/essentialskills</a> <b>2021 Version of PWR/Essential Skills</b>					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment <i>Standard alignment to be added at local discretion</i> <a href="#">National FCS Middle School Standards</a>	Competency / Performance Indicator	Outcome / Measurement (suggestions for potential outcome demonstration)	CTSO/PWR (essential) Skills/ICAP* Integration <small>*MS ICAP Quality Indicators</small>
<b><u>Exploring Food Science/Food Safety</u></b> -Food Safety and Sanitation Principles  -Food Hazards and Issues	1 week	<b>4.2.1</b> Demonstrate food, equipment, and facilities safety and sanitation procedures  <b>3.3.2</b> Conduct basic food science experiments	-Practice good health procedures -Demonstrate professional skills in safe handling of tools and equipment	Basic Food Handling Quiz  Germ Glo- Mold Experiment	Critical and Creative Thinking  Adaptability
<b><u>Hospitality/Food Production</u></b> Exploring Recipe Basics – Baking Basics	1-3 Weeks	<b>4.2.4</b> Demonstrate preparation skills  <b>4.2.5</b> Calculate Food costs and impact on meal planning	-Create and prepare a recipe. -Show cost break-down of a recipe - Prepare cookies, quick bread, cobbler or fruit crisp	Food Labs – Basic breakfast muffin recipe  Adapt a recipe lab (learning how to use food substitutions)	Creative expression

<p>Healthy recipe substitutions</p> <p>Proteins in cooking</p> <p>Preparing and cooking vegetable dishes</p>		<p><b>3.2.3</b> Apply nutritional knowledge to healthy meal planning.</p>	<p>-Prepare a modified recipe that is typically higher in fats, sugar or calories</p> <p>-Prepare a protein main dish</p> <p>-Prepare a vegetable based dish</p>	<p>Baking Lab process, and write up/reflection</p> <p>Healthy baking recipe project with calorie/nutrient calculation comparisons</p> <p>Protein main dish lab and write u Vegetable harvest recipe lab</p>	<p>Content Mastery</p> <p>Collaboration and team work</p>
<p><b><u>Fundamentals of Textiles/Apparel Design</u></b></p> <p>Sewing Safety Review</p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Measurement</li> <li>• Handling needles and notions</li> </ul> <p>Hand Sewing:</p> <ul style="list-style-type: none"> <li>• -Types of stitches</li> <li>• -Creative Embroidery</li> </ul> <p>Machine Sewing</p> <ul style="list-style-type: none"> <li>• -Review Parts of machine</li> <li>• -Construct a basic garment</li> </ul>	<p>2-4 Weeks</p>	<p><b>8.2.2</b> Demonstrate basic construction skills to create, repair, or repurpose clothing or textile items</p>	<ul style="list-style-type: none"> <li>- Demonstrate basic skills for production and altering textile products and apparel</li> <li>- Recognize, utilize, and demonstrate form, function, and craftsmanship when creating works of art</li> <li>- Demonstrate professional and safety skills in using a variety of sewing equipment and tools</li> <li>- Utilize elements and principles of design in designing, construction, and/or altering textile, apparel, and fashion products</li> </ul>	<p>Basic textile construction quiz</p> <p>Embroidery swatch design project (Culture art appreciation project)</p> <p>Pajama pants or top construction</p>	<p>Content Mastery</p> <p>Agility and Adaptability</p>
<p><b><u>Child Development: Stages of Development and Child Care</u></b></p> <p>Ages &amp; Stages</p> <ul style="list-style-type: none"> <li>• Infant</li> <li>• Toddler</li> <li>• Preschoolers</li> </ul> <p>Development Areas</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Intellectual/Cognitive</li> <li>• Emotional</li> <li>• Social</li> </ul> <p>Activities for Children &amp; Child</p>	<p>1-3 Weeks</p>	<p><b>5.2.</b>Explore developmental milestones throughout the lifespan</p> <p><b>5.3</b> Analyze conditions that influence human growth and development</p> <p><b>5.4</b> Analyze roles and responsibilities of caregiving, education and training</p>	<ul style="list-style-type: none"> <li>- Analyze physical, emotional, social, moral, and intellectual development</li> <li>- Choose nurturing practices that support human growth and development</li> <li>- Analyze opportunities for employment and entrepreneurial endeavors (babysitting)</li> </ul>	<p>Kindergarten read along group activity</p> <p>Create an age appropriate activity for a local child services support agency/hospital</p> <p>Basic Baby Sitting certification</p>	<p>Self-Direction and Personal Responsibility</p> <p>Content Mastery</p> <p>Career Exploration</p>

Care (Babysitting) <ul style="list-style-type: none"> <li>• Infants</li> <li>• Toddlers</li> <li>• Preschoolers</li> </ul> Careers		<b>5.3.2</b> Analyze strategies that promote growth and development across the lifespan			
<b>Personal Development/Interpersonal Relationships</b> -Goals -Values -Friendships -Communication	1-3 Weeks	<b>1.1</b> Investigate personality traits, strengths, interests and values <b>1.2.2</b> Identify ethical behaviors <b>6.4</b> Describe factors contributing to healthy relationships <b>6.4.1</b> Demonstrate communication skills that contribute to healthy relationships <b>6.4.3</b> Examine the impact of technology on communication in relationships	<ul style="list-style-type: none"> <li>- Develop short and long term goals based on personal values</li> <li>- Analyze the effects of self-esteem and self-image</li> <li>- Identify traits of healthy friendships</li> <li>- Demonstrate positive and healthy verbal and written communication with peers</li> <li>- Identify ways to show gratitude, kindness and respect among peers</li> </ul>	SMART Goals Project  Values Inventory and presentation  “I” – Messages, assertiveness, and positive communication write up, social media post or skit  National FCCLA Stop the Violence project	Communication  Self-Direction and Personal Responsibility  Collaboration  Self-Advocacy
<i>Optional: Career Exploration</i>  <i>Either intertwine careers into each unit or teach a specific unit on careers covering the following topics.</i>  <b>Personal Career Selection</b> <ul style="list-style-type: none"> <li>• Aptitudes</li> <li>• Interests</li> <li>• Abilities</li> <li>• Career Pathways</li> </ul> <b>Employability Factors</b> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Teamwork</li> </ul> <b>Work Readiness</b> <ul style="list-style-type: none"> <li>• Job Applications</li> <li>• Resume Writing</li> <li>• Job Interview Skills</li> </ul>	1-3 Weeks	<b>1.0</b> Exploring Self and Careers: Analyze factors that impact self-formation and career decisions <b>1.1</b> Investigate personality traits, strengths, interests and values <b>1.2.2</b> Identify ethical behaviors	<ul style="list-style-type: none"> <li>- Demonstrate transferable and employability skills in school, community and workplace settings</li> <li>- Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career</li> <li>- Demonstrate job seeking skills</li> </ul>	Interests/Skills Evaluation  Work Place Team Project  Mock Job Interviews	Self-Advocacy  Collaboration and Leading by Influence  Communication  Career Exploration

