

Colorado CTE Course – Scope and Sequence

Course Name	Family and Consumer Sciences 3		Course Details	Semester/Trimester (12-18 weeks)	
			Course = 0.50 Carnegie Unit Credit		
Course Description	In this level three middle school course students will practice more advanced concepts in preparation for high school FCS pathways: 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.				
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. Note: FCS pathways in the description can be expanded on, substituted or added in this scope and sequence based on student needs and community stakeholder recommendations. Menu of Options/Ideas for Curriculum: Level 1: Career Interest Development - CTECS - WRS				
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 https://www.cde.state.co.us/standardsandinstruction/essentialskills 2021 Version of PWR/Essential Skills					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment <i>Standard alignment to be added at local discretion</i> National FCS Middle School Standards	Competency / Performance Indicator	Outcome / Measurement (suggestions for potential outcome demonstration)	CTSO/PWR (essential) Skills/ICAP* Integration <small>*MS ICAP Quality Indicators</small>
FOOD PRODUCTION Variety of Uses of Leavening Agents <ul style="list-style-type: none"> Physical Chemical Biological Comparisons of Breads <ul style="list-style-type: none"> Lean vs. Enriched Doughs Quick Breads Yeast Breads Baking Soda/Powder Breads Desserts AND/OR Types of Sandwiches Types of Fruits and Vegetables Hour Devours and	6-8 Weeks	4.0 Hospitality and Culinary Arts: Integrate knowledge, skills, and practices required for careers in culinary arts and hospitality 4.2 Utilize food preparation/culinary methods and techniques to produce a variety of food products. 3.3.2 Conduct basic food science experiments	Demonstrate the ability to select, store, prepare and serve nutritious, aesthetically pleasing food Demonstrate professional skill for a variety of cooking methods using professional equipment and current technologies Prepare sandwiches and appetizers using safe handling and professional preparation techniques.	Breads Lab and Write Up Food Science Lab/Leavening Agents Food Science Exam Desserts Recipe Creation and write up Foods Labs for each category	Critical and Creative Thinking Adaptability

<p>Appetizers Dairy Breakfast Foods Desserts Spices and Herbs Garnishing Plate Presentation AND/OR US Regional Cuisines</p> <ul style="list-style-type: none"> ● Southwest ● South ● Northeast ● Midwest ● Northwest ● West Hawaii ● West Mainland <p>AND/OR World Cuisines</p> <ul style="list-style-type: none"> ● Latin America/Carribbean ● West, South, North Europe ● Asian ● African ● Eastern Europe <p>Taste & Cooking Method Comparison</p>		<p>3.4 Demonstrate food preparation methods and techniques to produce a variety of food products</p>	<p>Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.</p> <p>Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</p>	<p>Cultural Foods Lab, write up and presentation</p> <p>World Cuisine Research Expo project</p> <p>Iron Chef Competition and written reflection: Recipes, cost break down, list of ingredients, and supplies</p>	<p>Creative Expression</p> <p>Content Mastery</p>
<p><u>Apparel</u> <u>Construction/Fashion Design</u> Review From FCS II Intro to Fashion</p> <ul style="list-style-type: none"> ● History of Fashion <ul style="list-style-type: none"> ○ Eras (20s, 30s, 40s, etc) ○ Fashion Trends and Icons ● Fashion Capitals ● Fashion Designers ● Elements and Principles of Design ● Dressing for your Personal Style <ul style="list-style-type: none"> ○ Body Types ○ Skin Tones ○ Accessories ● Sketching ● Up-Cycling Fashion ● Careers in Fashion <p>Textile/Fiber Identification</p>	<p>3-5 Weeks</p>	<p>8.0 Demonstrate knowledge and skills used in careers in the textiles, apparel, and fashion industries</p> <p>8.3 Examine textiles and fashion skills and knowledge</p> <p>8.3.1 Investigate fashion trends over time</p> <p>8.3.2 Discuss cultural influences on fashion</p> <p>8.3.3 Identify the elements and principles of design in textiles and fashion settings</p>	<p>Demonstrate basic skills for production and altering textile products and apparel</p> <p>Recognize, utilize, and demonstrate form, function, and craftsmanship when creating works of art</p> <p>Demonstrate professional and safety skills in using a variety of sewing equipment and tools</p> <p>Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</p> <p>Apply basic and complex color schemes and color theory to develop and enhance visual effect</p>	<p>History of Fashion Icons Project</p> <p>Demonstration Sketches of Elements and Principles of Design</p> <p>Textiles Identification Quiz</p> <p>Couture Fashion Project Board</p> <p>Recycle and Redesign Apparel Construction Project</p>	<p>Creative expression</p> <p>Content Mastery</p> <p>Collaboration and team work</p>

<ul style="list-style-type: none"> • Synthetic Fibers • Natural Fibers • Weave Types <p>Careers</p>					
<p><u>Child Development:</u> <u>Care and Development</u> <u>Review FCS I Content</u> <u>Child Care:</u></p> <ul style="list-style-type: none"> • Job Skills <ul style="list-style-type: none"> ○ Responsibilities ○ Problem Solving ○ Business Aspects • Safety <ul style="list-style-type: none"> ○ Precautions & Hazards ○ First Aid ○ Shaken Baby Syndrome <p>Child Development:</p> <ul style="list-style-type: none"> • Parenting <ul style="list-style-type: none"> ○ Positive Guidance & Discipline ○ Child Abuse <ul style="list-style-type: none"> ■ Physical ■ Emotional ■ Sexual ○ Birth Defects ○ Teen Parenting <p>Careers</p>	2-4 Weeks	<p>5.1 Explore careers in human development, caregiving, education and training</p> <p>5.2 Explore developmental milestones throughout the lifespan</p> <p>5.3 Analyze conditions that influence human growth and development</p> <p>5.3.1 Evaluate nurturing practices that maximize human growth and development</p> <p>5.4 Analyze roles and responsibilities of caregiving, education and training</p>	<p>Choose nurturing practices that support human growth and development</p> <p>Analyze opportunities for employment and entrepreneurial endeavors (babysitting)</p> <p>Demonstrate the ability to identify and correct safety hazards at home, in school, and in the community</p> <p>Plan activities that promote learning for infants, toddlers, and preschoolers</p> <p>Describe a safe and healthy environment for children Describe the challenges that a teen parents faces</p>	<p>Child Development Milestones Display Board</p> <p>Brochure on how to care for young children</p> <p>Safety Hazards Group Project</p> <p>Baby-Think-It-Over Project</p>	<p>Career Awareness</p> <p>Self-Direction and Personal Responsibility</p> <p>Collaboration</p> <p>Communication</p> <p>Creative and Critical Thinking</p>
<p><u>Interior Design</u> <u>Room Arrangements</u></p> <ul style="list-style-type: none"> • Personal Space • Furniture Arrangement <ul style="list-style-type: none"> ○ Traffic Patterns ○ Floor Plans ○ Furniture Types and Designs • Background Designs • Accessories • Drawing to Scale <p><u>Redecorating on a Budget</u></p> <ul style="list-style-type: none"> • Repurposing Already Owned Objects • Thrifty Spending <p>Careers</p>	1-3 Weeks	<p>7.3.1 Identify ways to create a safe and secure home environment</p> <p>7.3.2. Explore the concepts of sustainability and universal design</p> <p>7.2 Demonstrate an understanding of the elements and principles of design</p>	<p>Evaluate housing design concepts in relation to available resources and options</p> <p>Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features</p> <p>Create an original decorative item for a room on a budget by recycling existing resources</p> <p>Apply design knowledge skill processes, and theories and oral, written, and visual presentation skill to communicate design ideas</p>	<p>3-D Basic Floor Plan Project</p> <p>Design Display Board</p> <p>Repurpose and Redesign living space project/presentation</p>	<p>Self-Direction and Personal Responsibility</p> <p>Content Mastery</p> <p>Career Exploration</p> <p>Creative and Critical Thinking</p>

<p>Personal Development: Interpersonal Relationships Friendships Family</p> <ul style="list-style-type: none"> Structures Roles and Responsibilities <p>Dating</p> <ul style="list-style-type: none"> Healthy vs. Unhealthy Etiquette <p>Careers</p>	<p>1-3 Weeks</p>	<p>6.2.1. Identify characteristics that guide behavior in interpersonal relationships 6.2.2 Examine types of interpersonal and family relationships across the lifespan 6.4 Describe factors contributing to healthy relationships 6.4.1 Demonstrate communication skills that contribute to healthy relationships 6.4.4 Determine risk factors that contribute to unhealthy relationships</p>	<p>Analyze functions and expectations of various types of relationships</p> <p>Analyze factors that contribute to healthy and unhealthy relationships</p> <p>Identify characteristics of a healthy and unhealthy relationship</p> <p>Analyze processes for building and maintaining interpersonal relationships</p>	<p>Family Research Group Presentation</p> <p>Healthy Dating Brochure</p> <p>Interpersonal Relationships: Communications Skit and reflection</p>	<p>Communication</p> <p>Self-Direction and Personal Responsibility</p> <p>Collaboration</p> <p>Self-Advocacy</p>
<p><i>Either intertwine careers into each unit or teach a specific unit on careers covering the following topics.</i> AND/OR Personal Career Selection</p> <ul style="list-style-type: none"> Aptitudes Interests Abilities Career Pathways <p>Employability Factors</p> <ul style="list-style-type: none"> Responsibility Teamwork <p>Work Readiness</p> <ul style="list-style-type: none"> Job Applications Resume Writing Job Interview Skills 21st Century Skills <p>AND/OR Ideas for a Final Foods Project:</p> <ul style="list-style-type: none"> Careers within the Restaurant Industry Famous Chefs Event/Catering Planning Food Truck Development Menu Planning Food Cost 	<p>1-2 Weeks</p>	<p>1.0 Exploring Self and Careers: Analyze factors that impact self-formation and career decisions 1.1 Investigate personality traits, strengths, interests, and values 1.2 Demonstrate transferable knowledge, attitudes and technical and employability skills in school, community and workplace settings 1.2.1 Engage in career and technical student development opportunities to develop personal and career leadership skills</p>		<p>Career Exploration Display and Presentation</p>	<p>Communication</p> <p>Self-Direction and Personal Responsibility</p> <p>Collaboration</p> <p>Self-Advocacy</p> <p>Career Awareness</p>

<ul style="list-style-type: none">• Create Own Recipes• Travel Brochure					
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