Colorado CTE Course – Scope and Sequence

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Interpersonal Relationships</th>
<th>Course Details</th>
<th>65 Class Periods- 45 Minutes Each</th>
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<td>Course = 0.50 Carnegie Unit Credit</td>
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**Course Description**
The purpose of the course is to acquire academic knowledge and understanding for healthy, respectful, and caring relationships across the life span. Emphasis is placed on family and friend dynamics, effective communication, and healthy interpersonal relationships.

**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 #** 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](https://www.cde.state.co.us/standardsandinstruction/essentialskills). The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at [http://www.nasafacs.org/national-standards-and-competencies.html](http://www.nasafacs.org/national-standards-and-competencies.html).

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<tr>
<th>Instructional Unit Topic</th>
<th>Suggested Length of Instruction</th>
<th>CTE or Academic Standard Alignment</th>
<th>Competency / Performance Indicator</th>
<th>Outcome / Measurement</th>
<th>CTSO Integration</th>
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<tr>
<td><strong>Unit 1:</strong> Interpersonal Relationships</td>
<td>13.1 - Analyze functions and expectations of various types of relationships</td>
<td>13.1.1 - Analyze processes for building and maintaining interpersonal relationships.</td>
<td>Reflective writing-Guest speaker-TESSA Reflective writing-Guest Speaker-Marriage Counselor Types of Relationships Web Friendship Quizzes Friendship stories and questions Speed Friending Family Structures Popup Family Life Cycle Rotations American Families Statistics My Family Album Project Mate Selection Interviews and Mate Selection Theories Dating Stations My Future Mate Handbook Love Ladder Engagement Info Married at First Sight show and questions</td>
<td>Interpersonal communication</td>
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| **Unit 2:** Intrapersonal Relationships | 13.2 - Analyze personal needs and characteristics and their effects on interpersonal relationships. | 13.2.1 - Analyze the effects of personal characteristics on relationships.  
13.2.2 - Analyze the effect of personal need on relationships  
13.2.3 - Analyze the effects of self-esteem and self-image on relationships.  
13.2.4 - Analyze the effects of life span events and conditions on relationships. |  
Personality/self Assessments  
Love language assessment  
How Strong is my Self-Concept?  
Self Concept Circle  
Values Appraisal Scale  
Values Auction  
Goal-Setting activities  
Decision-making activities  
7 habits of Highly Effective Teens  
Personal Mission Statement  
  
Role Expectations  
Wedding Costing Project  
My Big Fat Greek Wedding  
  
-Professional Presentation  
-Interpersonal communication |
| Unit 3: Communication | 13.3 - Demonstrate communication skills that contribute to positive relationships. | 13.3.1 - Analyze communication styles and their effects on relationships  
13.3.2 - Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.  
13.3.3 - Demonstrate effective listening and feedback techniques.  
13.3.4 - Analyze strategies to overcome communication barriers in family, community and work settings.  
13.3.5 - Apply ethical principles of communication in family, community and work settings  
13.3.6 - Analyze the effects of technology on communications in | Communication Notes  
Verbal vs. non-verbal communication  
Effective communication = communication do’s and don’ts  
“I” messages  
Effective Communication Drawing activities |
| Unit 4: Conflict Prevention & Management | 13.4 - Evaluate effective conflict prevention and management techniques | 13.4.1 - Analyze the origin and development of attitudes and behaviors regarding conflict  
13.4.2 - Explain how similarities and differences among people affect conflict prevention and management  
13.4.3 - Apply the roles of decision making and problem solving in reducing and managing conflict  
13.4.4 - Demonstrate nonviolent strategies that address conflict.  
13.4.5 - Demonstrate effective responses to harassment | Conflict Management Styles and scenarios  
Decision Making Scenarios  
Apology Languages  
Love Languages  
4 Horsemen/John Gottman Project  
Marriage WebQuest | Professional Presentation  
Interpersonal communication |
| Unit 5: Collaboration & Teamwork | 13.5 - Demonstrate teamwork and leadership skills in the family, workplace, and community. | 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.  
13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.  
13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.  
13.5.4 Demonstrate techniques that develop team and community spirit.  
13.5.5 Demonstrate ways to organize and delegate responsibilities.  
13.5.6 Create strategies to integrate new members into the | Class Syllabus  
Social Contract  
Team Building Activities  
Theme Song Project  
Genius Hour Project |
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| **Unit 6: Issues Impacting Relationships** | **13.6 Demonstrate standards that guide behavior in interpersonal relationships.** | **13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.** | **Teen Dating Violence**  
**Warning Signs of Teen Abuse**  
**The Abuse Cycle**  
**The Help Movie and Questions**  
**Genius Hour Project** |
| | **13.6.2 Apply guidelines for assessing the nature of issues and situations.** | **13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.** | |
| | **13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.** | **13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.** | |
| | **13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.** | | |

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