

**Colorado CTE Course – Scope and Sequence Draft not complete coming soon**

| Course Name  | Teen Choices  |   | Course Details  | 65 Class Periods- 45 Minutes Each  |                             |
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|  |   |   | Course = 0.50 Carnegie Unit Credit  |  |                             |
| <b>Course Description</b>  | In this course, you will learn how to make healthy decisions throughout your teen years. You will learn skills and practices required by individuals to develop, manage and strengthen social, psychological, and physical wellness, interpersonal relationships, safe sexual decision making, anti-substance use practices, and understanding teens and the law. |   |   |  |                             |
| <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.   |   |   |  |                             |
| 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> . The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at <a href="http://www.nasafacs.org/national-standards-and-competencies.html">http://www.nasafacs.org/national-standards-and-competencies.html</a> |   |   |   |  |                             |
| Instructional Unit Topic   | Suggested Length of Instruction   | CTE or Academic Standard Alignment  | Competency / Performance Indicator  | Outcome / Measurement  | CTSO Integration            |
| Personal Wellness  | 16 hours  | 12.1.1 Analyze physical, emotional, social, moral, and cognitive development<br>12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.<br>13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict<br><br><u>Colorado Health Standards</u> | Students will be able to develop SMART goals aligned with their values, wellness areas, and personality, and outline the decisions that need to be made and how to make them in a healthy way in order to be successful adults. | <ul style="list-style-type: none"> <li>● Areas of wellness</li> <li>● Personality</li> <li>● Self-esteem</li> <li>● Goals</li> <li>● Values</li> <li>● Decision Making</li> <li>● School Success</li> <li>● Time management</li> </ul> | National Programs in Action |

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|                                     |          | <p>3.1 Analyze the interrelationship of physical, mental, emotional, and social health</p> <p>2.4 Use a decision-making process to make healthy decisions about relationships and sexual health</p> <p>3.2 Set goals, and monitor progress on attaining goals for future success</p> <p>Demonstrate <u>CDE Essential Skills: Personal Skills</u>: <i>A Colorado graduate demonstrates personal skills through self-awareness, initiative and self-direction, personal responsibility and self-management, adaptability and flexibility, and perseverance and resilience</i></p> |  |   |                           |
| Emotional and Intellectual Wellness | 16 hours | <p>12.2 Analyze conditions that influence human growth and development</p> <p>12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research</p> <p>13.1.6 Demonstrate stress management strategies for</p>   | Students will assess the impact mental health disorders can have on adolescents due to technology and normal changes in adolescence and develop a “toolbox” of coping strategies and | <ul style="list-style-type: none"> <li>● Mental Health (anxiety, depression, eating disorders, psychosis disruptive disorders),</li> <li>● Brain Development and adolescent changes</li> <li>● Stress</li> <li>● Sleep</li> <li>● Mindfulness and coping strategies</li> <li>● Mindfulness ToolBox</li> </ul> | Professional Presentation |

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|                        |          | <p>family, work, and community settings.</p> <p><u>Colorado Health Standards</u></p> <p>4.6 Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help</p> <p>3.3 Advocate to improve or maintain positive mental and emotional health for self and others</p>   |   |   |                                     |
| <b>Social Wellness</b> | 20 hours | <p>12.3 Analyze strategies that promote growth and development across the life span</p> <p>12.3.2 Analyze the role of communication on human growth and development</p> <p>13.3.1 Analyze communication styles and their effects on relationships.</p> <p>13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication</p> <p>13.3.3 Demonstrate effective listening and feedback techniques</p> <p>6.1.1 Analyze family as the basic unit of society</p> | <p>Students will analyze a scenario for healthy relationship characteristics, provide details about behaviors and suggest resources to help deal with the situation to the “client”</p> | <ul style="list-style-type: none"> <li>● Communication (styles and forms, techniques, conflict resolution)</li> <li>● Family relationships (structures, characteristics, crisis and overcoming)</li> <li>● Friendships (levels, characteristics, barriers, peer pressure, bullying)</li> <li>● Dating Relationships (love and infatuation, dating)</li> <li>● Abusive Relationships (healthy relationships, types of abuse, signs and cycles, helpful resources, SAFE DATES)</li> <li>● Understanding Human Sexuality (STIs, contraception and abstinence, reproductive systems, teen pregnancy)</li> </ul> | <p>Interpersonal Communications</p> |

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|  | <p>6.1.6 Analyze the effects of change and transitions over the life course</p> <p>13.1.3 Compare physical, emotional, spiritual, and intellectual functions in stable and unstable relationships</p> <p>12.2.3 Analyze the influences of gender, ethnicity, and culture on individual development</p> <p>12.3.3 Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.</p> <p><u>Colorado Health Standards</u><br/>4.9 Demonstrate verbal and nonverbal communication skills and strategies to prevent violence</p> <p>4.7 Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them</p> <p>Demonstrate <u>CDE Essential Skills:</u><br/><u>Civic/Interpersonal Skills: A</u></p> |  |  |  |
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|                           |          | <i>Colorado graduate demonstrates civic/interpersonal skills through collaboration and teamwork, strong communication skills, global and cultural awareness, civic engagement and strong character.</i>  |   |   |  |
| <b>Community Wellness</b> | 16 hours | <p><u>Colorado Health Standards</u><br/>           4.1 Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs<br/>           4.2 Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs<br/>           4.10 Advocate for changes in the home, school, or community that would increase safety</p> <p>Demonstrate <u>CDE Essential Skills:</u><br/> <u>Civic/Interpersonal Skills:</u> <i>A Colorado graduate demonstrates civic/interpersonal skills through collaboration and teamwork, strong communication skills, global and cultural awareness, civic engagement and strong character.</i></p> | Create an infographic over one of the unit topics in order to educate younger grades or their peers regarding the dangers of the topic. | <ul style="list-style-type: none"> <li>● Distracted driving</li> <li>● Drugs and alcohol (addiction, tobacco, vaping, marijuana, other street drugs, alcohol and effects on all WELLNESS areas)</li> <li>● Internet and cell phone safety</li> <li>● Human trafficking</li> </ul> | Interpersonal Communications<br>Promote and Publicize FCCLA Public Policy Advocate |