

Student Name: _____

Date: _____

**Program Competency Profile For Middle School Family And Consumer Sciences
Cluster and Pathway Foundations**

Program Name: Foundations of Work and Family

Reference Standards: National Standards for Family and Consumer Sciences Education; New Hampshire K-12 Career Development Curriculum Framework; National Standards in Personal Financial Literacy

Program Standard	Content Standard	Competencies	Assessment/Evidence	Skill Level Rating				
<p>Career Exploration Students will demonstrate the knowledge and skills needed to pursue appropriate school and career options.</p>	<p>MCE 1: Develop knowledge, skills and attitudes that contribute to success in a variety of environments, including home, school, work and community.</p>	<p>MCE 1.1 Compare the similarities and differences between home, school and work and community environments.</p>	<p>Students research extensively in Project 1 different work /career environments. Students must report in a formal paper and in a Powerpoint presentation to the class the specific work environments/attributes of one particular occupation of interest to them.</p>	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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		<p>MCE 1.2 Describe stereotypes, biases and discriminatory behaviors that may limit opportunities for any person.</p>	<p>Activity A7 (“Boy and The Bank Officer”), Optional Project 2A: “<i>Challenger</i>”. Both of these projects focus on discrimination behaviors limiting opportunities and promote positive ethical behavior. Both require open class discussions and presentations.</p>	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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		<p>MCE 1.3 Demonstrate the skills needed to interact positively and cooperatively with others to enable all persons to be productive and to demonstrate their capabilities.</p>	<p>All Project 2’s are group-based and require students act positively and cooperatively. Optional Project 2A (“<i>Miracle</i>”) is specific to “teamwork” development. Activities A2, A3, A5, and A7 also address cooperation amongst teams.</p>	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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		<p>MCE 1.4 Demonstrate skills that promote a positive ethical behavior</p>	<p>Boy & The Bank Officer (Activity A7); Optional Project 2A: “<i>Challenger</i>”. Both of these projects focus on discrimination behaviors limiting opportunities and promote positive ethical behavior. Both require open class discussions and presentations.</p>	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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Program Standard	Content Standard	Competencies	Assessment/Evidence	Skill Level Rating
	MCE 2: Develop skills to locate, understand and use career information	MCE 2.1 Describe the relationship between work and economic and societal needs.	Students research extensively in Project 1 different work /career environments. Students must report in a formal paper and in a Powerpoint presentation to the class the specific work environments/attributes of one particular occupation of interest to them. Part of this includes describing economic and societal needs as it relates to Occupational Outlook.	0 1 2 3
		MCE 2.2 Identify career clusters and opportunities for the development of transferable skills.	Activity A2, Project 1, and the course Final discuss Career Clusters and transferable skills. Students must become familiar with a variety of clusters and must report upon the Cluster relating to their personal occupational interest.	0 1 2 3
		MCE 2.3 Identify career paths in the Family and Consumer Sciences field.	This is only touched upon if a student selects a career specific to Family and Consumer Sciences.	0 1 2 3
		MCE 2.4 Use a variety of sources to obtain career information.	Project 1 assures students use a variety of internet resources to obtain career information. This includes www.kuder.com and www.bls.gov among others.	0 1 2 3
		MCE 2.5 Identify school courses related to personal, educational and occupational interests.	Project 1 ensures students print and report upon secondary and post-secondary courses directly related to their occupational interests. This is reported in a "Career Plan of Study".	0 1 2 3

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		MCE 2.6 Develop an individual career plan which includes short-range and long-range steps to carry out the plan.	Activity A3 is specific to short- and long-range goal setting. Goals are selected in a team setting. Each student must identify 7 steps to attaining a career or educational goal and must identify P otential barriers, A dvantages/Disadvantages of goal attainment, S ources of additional info, and C onsequences to not attaining goal	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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		MCE 2.7 Develop an electronic portfolio that incorporates the individual career plan.	Project 1 is focused on creating an electronic and hard-copy portfolio identifying a student's career interests, work values, and self-assessment of skills. This is in addition to a 5-8 page research paper, a mandatory Powerpoint presentation, and highlights from an individual Career Plan at the career cluster level (not occupationally specific).	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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	MCE 3: Develop strategies to manage individual, family, school, career, and community roles and responsibilities.	MCE 3.1 Examine policies, issues and trends in the workplace and community that impact individuals and families.	Discussion D1 lightly touches upon trends in the workplace surrounding the Career-related definitions. Activity A5 uses contemporary versions of "Career World" magazine which enable a more in depth analysis of occupational issues and trends. Students reflect upon this magazine and submit responses for teacher review.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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		MCE 3.2 Demonstrate job seeking and job keeping skills.	Project 1 touches upon Job Seeking skills only. Activity A5 (“ <i>Career World</i> ”) discusses job seeking / keeping skills in greater detail. Project 2A (“ <i>Turning the Ordinary into the Extraordinary</i> ”) highlights the need to develop skills and attitudes associated with exemplar performance in the workplace.	0 1 2 3
		MCE 3.3 Analyze the impact of social, economic, and technological changes on work and family.	Activity A5 (“ <i>Career World</i> ”) often, not always touches upon this only; and students reflect upon such.	0 1 2 3
		MCE 3.4 Analyze the potential impact of career path decisions on balancing work and family.	This is lightly discussed only relating to Project 1.	0 1 2 3
		MCE 3.5 Determine goals for lifelong learning and leisure opportunities.		0 1 2 3
		MCE 3.6 Identify skills and knowledge needed to develop a life plan for achieving individual, family and career goals.	Activity A3 (“ <i>7 Steps and PASC</i> ”) highlight life plans for career goal attainment. This occasionally encompasses family goals. The annual “ <i>CU4Reality Financial Literacy Fair</i> ”, including a budgeting module, highlights family / life goals and logistics necessary to meet career aspirations. Our guest speaker from NH Higher Education Assistance Foundation highlights life goals relating to higher education – students are quizzed on the speaker’s content.	0 1 2 3

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Consumer and Resource Management Students will demonstrate the knowledge and skills to manage individual and family resources.	MCRM 1: Identify various influences on individual and/or family roles as consumers.	MCRM 1.1 Distinguish between the influences of different individual and family priorities, needs, wants and values on consumer decisions.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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		MCRM 1.2 Identify and describe the influence media and advertising have on consumer decision making.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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	MCRM 1.3 Analyze the influence peers have on consumer decisions.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3	
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	MCRM 1.4 Determine the influence that availability of the resources of time, effort, money, and skills have on consumer decisions.	Project 1 along with the budgeting module and the CU4Reality Financial Literacy Fair highlight the effort, money and skills students need to accurately assess such consumer decisions as housing, transportation, clothing, and entertainment allowances.	<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3	
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MCRM 2: Identify guidelines for consumers in the marketplace that include consumer roles, rights and responsibilities	MCRM 2.1 Describe the role of the responsible consumer in the local and/or global marketplace.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3	
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	MCRM 2.1 Identify differences between consumer rights and consume responsibilities.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3	
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		MCRM 2.3 Identify consumer protection agencies which assist the consumer in ensuring consumer rights.		0 1 2 3
	MCRM 3: Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.	MCRM 3.1 Determine individual and family responsibility in relation to environmental trends and issues.		0 1 2 3
		MCRM 3.2 Identify environmental trends and issues affecting families and future generations.		0 1 2 3
		MCRM 3.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.		0 1 2 3
	MCRM 4: Demonstrate responsible management of personal financial resources.	MCRM 4.1 Examine the need for personal and family financial planning.	Project 1 along with the budgeting module and the “CU4Reality Financial Literacy Fair” highlight the effort, money and skills students need to accurately assess such consumer decisions as housing, transportation, clothing, and entertainment allowances. This transcends into the creation and “tweaking” of an overall financial budget for each student. The budget is reviewed and analyzed by a real credit counselor employed by a NH Credit Union.	0 1 2 3

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		MCRM 4.2 Develop a personal plan for earning, spending and saving to meet established goals based on financial management principles.	The budget module and the “CU4Reality Financial Literacy Fair touch upon personal spending plans as it relates a part of the personal budget.	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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		MCRM 4.3 Evaluate the use of various financial services for paying for purchases.	<i>{Planned as an enhancement to the 2007/2008 course curriculum. This will include auto and home purchase options/investigation}.</i>	<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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	MCRM 5: Identify career paths in Consumer and Resource Management fields.	MCRM 5.1 Investigate a career in Consumer or Resource Management and identify pathways used to reach that career.		<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
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Foods, Nutrition and Wellness Students will demonstrate nutrition and food preparation knowledge and skills that will enhance individual and family well-being.	MFNW 1: Examine influences on nutrition and wellness practices.	MFNW 1.1 Examine physical, emotional, social, psychological, and cultural components of individual and family wellness.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3	
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	MFNW 1.2 Compare the impact of psychological, cultural, and social influences on food choices and other nutritional practices.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3		
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		MFNW 2: Evaluate personal nutritional needs and how they can affect health, appearance and performance.	MFNW 2.1 Assess the effect of nutrients on health, appearance, and peak performance.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
			0	1	2	3			
MFNW 2.2 Assess the impact of food and fad diets, food addictions, and eating disorders on wellness.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3			
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		MFNW 2.3 Appraise sources of food and nutrition information, including food labels.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3	
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	MFNW 3 Demonstrate basic skills in selecting, storing, preparing, and serving foods that meet personal and family nutritional needs.	MFNW 3.1 Design strategies that meet the requirements of individuals and families with special dietary needs.		<table border="1" style="display: inline-table;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3	
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Program Standard	Content Standard	Competencies	Assessment/Evidence	Skill Level Rating
		MFNW 3.2 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.		0 1 2 3
		MFNW 3.3 Determine conditions that promote safe foods handling.		0 1 2 3
		MFNW 3.4 Demonstrate individual safety and sanitation practices		0 1 2 3
		MFNW 3.5 Identify food borne illness as a health issue for individuals and families.		0 1 2 3
	MFNW 4: Identify career paths in the Foods and Nutrition fields.	MFNW 4.1 Investigate a career in the area of Foods, Nutrition or Wellness and identify the pathways used to reach that career.	This is highlighted in Project 1 ONLY if a student selects Foods, Nutrition or Wellness as a career choice.	0 1 2 3

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Human Growth and Development Students will demonstrate knowledge and skills that promote growth and development across the lifespan.	MHGD 1: Explore the different domains of development including physical, emotional, social, and intellectual.	MHGD 1.1 Identify examples of physical, emotional, social, and intellectual development		0 1 2 3
		MHGD 1.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.		0 1 2 3
	MHGD 2: Explore factors that can affect human growth and development.	MHGD 2.1 Investigate the impact of heredity and environment on human growth and development		0 1 2 3
		MHGD 2.2 Determine the impact of social, economic, and technological forces on individual growth and development.		0 1 2 3
		MHGD 2.3 Examine the effects of gender, ethnicity, and culture on individual development.		0 1 2 3
	MHGD 3: Demonstrate basic skills that promote human growth and development.	MHGD 3.1 Examine the role of nurturance on human growth and development.		
		MHGD 3.2 Examine the impact of communication on human growth and development.		

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		MHGD 3.3 Identify the support systems needed to meet human growth and development needs.		
	MHGD 4: Identify career paths in the Human Development and Services field.	MHGD 4.1 Investigate a career in Human Development and identify the pathways used to reach that career.	This is highlighted in Project 1 ONLY if a student selects Human Development as a career choice.	

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Interpersonal Relationships Students will demonstrate the knowledge and skills necessary to maintain healthy, respectful and caring relationships in the family, workplace, school and community.	MIR 1: Examine the functions and expectations of a variety of relationships in the family, workplace, school and community.	MIR 1.1 Identify processes for building and maintaining relationships.	All Project 2's are group-based and require students act positively and cooperatively and maintain these relationships through the course. Optional Project 2A (" <i>Miracle</i> ") is specific to "teamwork" development. Activities A2, A3, A5, and A7 also address cooperation amongst teams. Students then evaluate themselves and their peers on the effectiveness of these relationships and the effort put into these relationships.	
		MIR 1.2 Identify needs of individuals at various stages of the life cycle and when they are more or less dependent on others.		
		MIR 1.3 Determine factors that contribute to positive relationships.	Activity A7 (" <i>Boy and the Bank Officer</i> "), Projects P2A (" <i>Miracle</i> ") and Projects P2A (" <i>Challenger</i> ") all highlight factors that contribute to positive relationships.	
		MIR 1.4 Identify processes for handling unhealthy relationships.	Activity A7 (" <i>Boy and the Bank Officer</i> "), Projects P2A (" <i>Miracle</i> ") and Projects P2A (" <i>Challenger</i> ") all highlight certain process for handling unhealthy relationships.	
		MIR 1.5 Demonstrate awareness of diversity and the impact on a variety of relationships.	Activity A7 (" <i>Boy and the Bank Officer</i> ") highlights an awareness of cultural diversity, prejudice and stereotypes in society.	

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		MIR 1.6 Demonstrate stress management strategies for family, workplace, school and community settings.		
	MIR 2: Demonstrate communication skills that contribute to positive relationships in family, workplace, school and community.	MIR 2.1 Identify the purpose(s) of communication.		
		MIR 2.2 Examine communication styles and their effects on relationships.	Activity A7 (“ <i>Boy and the Bank Officer</i> ”), Projects P2A (“ <i>Miracle</i> ”) and Projects P2A (“ <i>Challenger</i> ”) all highlight communication styles and their impact on relationships.	
		MIR 2.3 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.		
		MIR 3.4 Demonstrate effective listening skills.		
		MIR 3.5 Identify barriers to communication.		
		MIR 3.6 Explore the impact of technology on communication in family, work, school and community.		

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	MIR 3: Demonstrate skills that can manage and reduce conflict.	MIR 3.1 Examine how similarities and differences among people affect conflict prevention and management.		
		MIR 3.2 Demonstrate decision-making and problem-solving skills that can be used to reduce and manage conflict.		
		MIR 3.3 Demonstrate non-violent strategies that address conflict	Activity A7 (“ <i>Boy and the Bank Officer</i> ”) and Project P2A (“ <i>Miracle</i> ”) highlight non-violent strategies that address conflict.	
		MIR 3.4 Demonstrate effective responses to harassment.		
		MIR 3.5 Examine appropriate community resources that support conflict prevention and management.		
	MIR 4: Demonstrate team work and leadership skills in the family, workplace, school and community.	MIR 4.1 Demonstrate strategies to motivate and encourage group members.	All Project 2’s are group-based and require students act cooperatively assuring ask questions among themselves and help cultivate leadership skills in a team setting.. Optional Project 2A (“ <i>Miracle</i> ”) is specific to “teamwork” development. Activities A2, A3, A5, and A7 also address cooperation amongst teams faced with workplace issues.	

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		MIR 4.2 Create strategies to utilize the strengths and limitations of team members.		
		MIR 4.3 Demonstrate techniques that develop team and community spirit.		
		MIR 4.4 Demonstrate ways to organize and delegate responsibilities.		
		MIR 4.5 Create strategies to integrate new members into the team.		
		MIR 4.6 Demonstrate processes for cooperating, compromising, and collaborating.	All Project 2's are group-based and require students act cooperatively assuring ask questions among themselves. The end product of these activities in a compromise of each career team member's ideas. Students must collaborate to get to a conclusion. This applies to optional Project 2a (" <i>Miracle</i> ") as it is specific to "teamwork" development and Activities A2, A3, A5, and A7 also address cooperation amongst teams faced with workplace issues.	
	MIR 5: Identify career paths in the human services field.	MIR 5.1 Investigate a career in Interpersonal Relationships and identify the pathways used to reach that career.	This is highlighted in Project 1 ONLY if a student selects a career in Human Services.	

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