

Chapter in Review, an *individual* or *team event*, recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupations and skills to the *community*. Participants must prepare a ***display or portfolio*** and an **oral presentation**.

NEW JERSEY CORE CURRICULUM STANDARDS

NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12. AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.8.CAP.9	Analyze how a variety of activities related to career impacts postsecondary options.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

- 9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries.
- 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2 Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
- 9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short-and long-term effects to determine the most plausible option.
- 9.4.12.CT.1 Identify problem solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking.
- 9.4.12.CT.4 Participate in online strategies and planning sessions for course-based, school-based, or another project and determined strategies that contribute to effective outcomes.
- 9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13 Identify the impact of the creator on the content production, and delivery of information.
- 9.4.8.IML.15 Explain ways that individuals may experience the same media message differently.
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 9.4.8.TL.5 Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
- 1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.
- 2.1.1 Apply time management, organizational, and process skills to prioritizing tasks and achieving goals.

EVENT CATEGORIES

Level 1: Participants through grade 8

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

ELIGIBILITY

1. A chapter may register one (1) entry in either *display or portfolio*.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event category is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.

PROCEDURES & REGULATIONS

1. The Chapter in Review Project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Chapter in Review must be planned and prepared by the participants only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. At the designated time, each entry will have five (5) minutes to set up their *display or portfolio* in the competition room. Only participants are allowed in the setup area. Other persons may not assist. *Displays or portfolios* not set up at the designated time will not be allowed during the presentation.
4. The oral presentation **may be up to** ten (10) minutes in length.
5. If audio and/or visual recordings are used, they are limited to a three (3) minute playing time during the presentation. **Note:** PowerPoint is not appropriate for this event.
6. Following the presentation, evaluators will have the opportunity to interview participants.
7. Evaluators will use the rating sheet to score and write comments for participants.
8. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
9. For the *display* portion of this event, items within the *display* (handouts, samples, etc.) may be used as in-hand *visuals* during the oral presentation but must be returned within *display dimensions* when done.
10. For the portfolio portion of this event, the portfolio (only) may be used as a visual during the oral presentation.
11. Spectators may not observe any portion of this event.
12. Two (2) teams may be chosen from each event category, in both display and portfolio, to represent New Jersey at the National Leadership Conference.

Each entry <u>must</u> submit a <i>portfolio</i> or <i>display</i> at the designated location found in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation <u>may be up to ten (10) minutes</u> in length. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

CHAPTER IN REVIEW SPECIFICATIONS

DISPLAY

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team	Display, Oral Presentation	5 minutes	10 minutes	Table	Not provided


Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■	■					■	■	■	■

Although, this is an in-person event, each entry will require a digital folder. An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Each entry must submit a digital file with the following information:

- A. Project Identification Page
 - Name(s) of Participant(s)
 - School Name
 - Chapter Name
 - City & State
 - Event Name (Chapter in Review)
 - Event Level
 - Project Title
- B. FCCLA Planning Process Summary Page
- C. Evidence of Online Project Summary Submission
- D. 5 Pictures of the display. One full page picture of the entire display and 4 pictures- one of each of the quadrants of the display that shows the content of the display.

A *display* may be used to document and illustrate the chapter's program of work. The *display* must be tabletop. Tabletop *displays* should not exceed a space 30" deep by 48" wide by 48" high, including any *audiovisual equipment*. Information or *props* outside the *display* will be considered part of the *display* and subject to penalty (tablecloths, storage items, boxes below the table, etc.). *Scrapbooks*, *large newsprint charts*, *portfolios*, and *photo albums* are not allowed. Each *display* must include a *Project Identification Page* and a *Planning Process* summary page.

<i>Project Identification Page</i>	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants' name(s), school, chapter name, city, state, event name, event level and project title.
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the chapter's program of work; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
Evidence of Online Project Summary Submission	 Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal and include proof of submission on the display.
Membership <i>Campaigns</i>	Actively recruit new members and maintain <i>current</i> ones through creative and innovative <i>campaigns</i> .

Meetings	Schedule and indicate attendance at chapter, state, and/or national meetings.
Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.
Leadership, Competitive, Cooperative, and Individualized Projects/Activities	Engage chapter members in leadership activities, competitive events, cooperative projects, and individualized activities.
Community Service Activities	Plan and conduct service projects benefiting the school and/or <i>community</i> .
Chapter Resource Development	Maintain adequate chapter finances through fundraising <i>campaigns</i> or other efforts.
Chapter Budget	Document the flow of money in and out of the chapter budget for the <i>current</i> year. Budget template is available on the FCCLA portal and/or at the end of this document.
State & National Programs	Complete project activities related to State and <i>National Programs</i> .
Public Relations Efforts	Use a variety of public relations techniques to increase public awareness of FCCLA and Family and Consumer Sciences and/or related occupations.
Appearance	<i>Display</i> should be neat, legible, <i>professional</i> , creative, and use correct grammar and spelling.

PORTFOLIO

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team	Portfolio, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■	■	■			■		■	■	

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Students will submit a digital version and a hard copy version of the portfolio.



Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the “hard copy” portfolio. The digital portfolio is a digital replica of the “hard copy” portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Hard Copy Portfolio

For the hard copy portfolio, materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider* pages and tabs, must fit within the cover, be one-sided, and may not exceed 48 pages, as described below. The *hard copy portfolio* will be presented at the State Leadership Conference and must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½” x 11” page	<i>Project Identification Page</i>	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participants’ name(s), chapter name, school, city, state, event name, and project title.
1- 8½” x 11” page	Table of Contents	List all the parts of the <i>portfolio</i> in the order in which the parts appear.

1- 8½" x 11" page	FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and implement the chapter's program of work; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the portfolio.
0-9	<i>Divider Pages</i> or Sections	Use up to nine (9) <i>divider/section</i> pages. <i>Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They may not include any other <i>content</i> .
Up to 35 8½" x 11" pages	Membership <i>Campaigns</i>	Actively recruit new members and maintain <i>current</i> ones through creative and innovative <i>campaigns</i> .
	Meetings	Schedule and indicate attendance at chapter, state, and/or national meetings.
	Recognition Activities	Conduct and participate in ceremonies; and recognize chapter members for their efforts.
	Leadership, Competitive, Cooperative, and Individualized Projects/Activities	Engage chapter members in leadership activities, competitive events, cooperative projects, and individualized activities.
	<i>Community Service Activities</i>	Plan and conduct service projects benefiting the school and/or <i>community</i> .
	Chapter Resource Development	Maintain adequate chapter finances through fundraising <i>campaigns</i> or other efforts.
	Chapter Budget 	Document the flow of money in and out of the chapter budget for the <i>current</i> year. Budget template available at www.fcclainc.org/content/resources .
	<i>State & National Programs</i>	Complete project activities related to State and <i>National Programs</i> .
	Public Relations Efforts	Use a variety of public relations techniques to increase public awareness of FCCLA and Family and Consumer Sciences and/or related careers.
	Appearance	<i>Portfolio</i> should be neat, legible, <i>professional</i> , creative, and use correct grammar and spelling.

Oral Presentation

The oral presentation **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation should describe the chapter's year-long program of work and how it was implemented. Participants may use audio and/or visual recordings, but they are limited to a three (3) minute playing time. Participants may not carry in additional *visuals* or *props* for the oral presentation. The *display* or portfolio may be used as a *visual* during the oral presentation.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize program of work.
Program of Work	Discuss how program of work allows and reflects the Purposes of FCCLA and Family and Consumer Sciences and allows members to develop leadership, management, communication, and personal skills by planning, conducting, and evaluating a well-balanced program of work.
Use of <i>Display/Portfolio</i> during Presentation	Presentation moves seamlessly between oral presentation and display/portfolio.
Voice	Speak clearly with appropriate pitch, tempo and volume.

Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of <i>display</i> or <i>portfolio</i> and notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

Chapter in Review Rating Sheet

Name(s) of Participant(s) _____ School _____

Event Level: _____

Type: _____ Portfolio _____ Display

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
PORTFOLIO OR DISPLAY							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Membership Campaigns	0-1	2	3	4	5		
Meetings & Ceremonies	0-1	2	3	4	5		
Recognition Activities	0-1	2	3	4	5		
Leadership, Competitive, Cooperative, and Individualized Projects/Activities	0-2	3-4	5-6	7-8	9		
Community Service Activities	0-1	2	3	4	5		
Chapter Resource Development	0-1	2	3	4	5		
Chapter Budget	0-1	2	3	4	5		
State and National Programs	0-1	2-3	4-5	6-7	8		
Public Relations Efforts	0-1	2	3	4	5		
Display/Portfolio- <i>Neat, organized, attractive; good grammar & spelling</i>	0-2	3-5	6-8	9-11	12-14		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9		
Program of Work – <i>comprehensive and interesting</i>	0-1	2	3	4	5		
Use of Display/Portfolio during Presentation	0-1	2	3	4	5		
Voice, Body Language, Grammar and Pronunciation	0-1	2	3	4	5		
Responses of Evaluators’ Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100 Silver: 79-89 Bronze: 70-78

CHAPTER IN REVIEW

2021-2022

STAR EVENT

Page 9 of 9

**FCCLA Chapter Budget Template**

The use of this template is not required, but is provided as a resource for the Chapter in Review events (Display and Portfolio). Adjust category labels, space, and page(s) as needed to document the flow of money in and out of the chapter budget for the current year. Update as needed.

Anticipated Budget as Approved by Chapter: July 1, 20__ to June 30, 20__

CHAPTER NAME _____

INCOME (itemize all sources of anticipated income including membership dues, fundraisers, contributions, etc.)	Anticipated	Actual
Cash on hand from June 30 of previous year:		\$
Dues: _____ members @ \$ _____ each	\$	\$
Fundraiser(s):		
•	\$	\$
•	\$	\$
Contribution(s):		
•	\$	\$
•	\$	\$
Additional Sources of Income:		
•	\$	\$
•	\$	\$
TOTAL	\$	\$

EXPENDITURES (Itemize anticipated expenditures including dues, supplies, meeting and competitive event registrations, travel expenses, uniform costs, expenses for FCCLA Outreach project, etc.)	Anticipated	Actual
Dues:		
• Regional/District: _____ members @ \$ _____ each	\$	\$
• State: _____ members @ \$ _____ each	\$	\$
• National: _____ members @ \$ _____ each	\$	\$
	\$	\$
Chapter/Project Supplies:		
•	\$	\$
•	\$	\$
	\$	\$
Meeting Registrations:		
• Regional/District	\$	\$
• State	\$	\$
• National Cluster Meeting	\$	\$
• National Leadership Conference	\$	\$
	\$	\$
Competitive Event Registrations: (FCCLA/LifeSmarts Knowledge Bowl, STAR Events, Skill Demonstration Events, etc.)		
• Regional/District	\$	\$
• State	\$	\$
• National Cluster Meeting	\$	\$
• National Leadership Conference	\$	\$
	\$	\$
Other Expenses:		
	\$	\$
	\$	\$
TOTAL	\$	\$
ENDING BALANCE (Cash on hand for coming fiscal year)	\$	\$