

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 LEARNING 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.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.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 specific 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.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 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.

**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
- 1.2.8 Demonstrate employability skills, work ethics, and professionalism.
- 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 LEVELS**

**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 each event level; 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 level 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. 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.
4. 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.
5. For the *portfolio* portion of this event, the portfolio (*only*) may be used as a visual during the oral presentation.
6. Spectators may not observe any portion of this event.
7. Two (2) teams may be chosen from each event level, in both display and portfolio, to represent New Jersey at the National Leadership Conference.

Each entry must submit a <i>portfolio or display</i> to the room location designated 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. Only participants are allowed in the setup area. Other persons may not assist. <i>Displays or portfolios</i> not set up at the designated time will not be allowed during the presentation.
10 minutes	The oral presentation <b>may be up to ten (10) minutes</b> in length. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation. <b>Note:</b> PowerPoint is <u>not</u> appropriate for this event.
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 (1-3 participants)	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
■	■					■	■	■	■

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), chapter name, school, city, state, event name 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 signed proof of submission on the display.
<i>Membership 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</i> 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 available at <a href="http://www.fcclainc.org">www.fcclainc.org</a>
<i>State &amp; 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 occupations.
Appearance	<i>Display</i> should be neat, legible, <i>professional</i> , creative, and use correct grammar and spelling.

**PORTFOLIO**

<b>General Information</b>					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team (1-3 participants)	Portfolio, Oral Presentation	5 minutes	10 minutes	Table	Not provided

<b>Presentation Elements Allowed</b>									
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 chapter’s program of work. 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.

1- 8½” x 11” page	<i>Project Identification Page</i>	<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 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	Summarize 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 signed 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</i> 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 available at <a href="http://www.fcclainc.org">www.fcclainc.org</a>
	<i>State &amp; National Programs</i>	Complete project activities related to <i>State</i> 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.
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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 business 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 of Participant(s) \_\_\_\_\_

School \_\_\_\_\_ Event Level \_\_\_\_\_

**INSTRUCTIONS:**

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b>PORTFOLIO OR DISPLAY</b>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Membership Campaigns	0-1	2	3	4	5		
Meetings	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	9-10		
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	0-2	3-4	5-6	7-8	9-10		
Public Relations Efforts	0-1	2	3	4	5		
Display/Portfolio	0-2	3-4	5-6	7-8	9-10		
<b>ORAL PRESENTATION</b>							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Program of Work	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