

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				
Career Exploration Students will demonstrate the knowledge and skills needed to pursue appropriate school and career options.	MCE 1: Develop knowledge, skills and attitudes that contribute to success in a variety of environments, including home, school, work and community.	MCE 1.1 Compare the similarities and differences between home, school and work and community environments.		<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
		0	1	2	3			
		MCE 1.2 Describe stereotypes, biases and discriminatory behaviors that may limit opportunities for any person.		<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
		0	1	2	3			
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.		<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 1.4 Demonstrate skills that promote a positive ethical behavior		<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3		
0	1	2	3					
	MCE 2: Develop skills to locate, understand and use career information	MCE 2.1 Describe the relationship between work and economic and societal needs.		<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 2.2 Identify career clusters and opportunities for the development of transferable skills.		<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 2.3 Identify career paths in the Family and Consumer Sciences field.		<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 2.4 Use a variety of sources to obtain career information.		0 1 2 3
		MCE 2.5 Identify school courses related to personal, educational and occupational interests.		0 1 2 3
		MCE 2.6 Develop an individual career plan which includes short-range and long-range steps to carry out the plan.		0 1 2 3
		MCE 2.7 Develop an electronic portfolio that incorporates the individual career plan.		0 1 2 3
	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.		0 1 2 3
		MCE 3.2 Demonstrate job seeking and job keeping skills.		0 1 2 3
		MCE 3.3 Analyze the impact of social, economic, and technological changes on work and family.		0 1 2 3
		MCE 3.4 Analyze the potential impact of career path decisions on balancing work and family.		0 1 2 3

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		MCE 3.5 Determine goals for lifelong learning and leisure opportunities.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table>	0	1	2	3
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		MCE 3.6 Identify skills and knowledge needed to develop a life plan for achieving individual, family and career goals.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table>	0	1	2	3
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Program Standard	Content Standard	Competencies	Assessment/Evidence	Skill Level Rating				
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="width: 100%; text-align: center;"> <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="width: 100%; text-align: center;"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	0	1	2	3
		0	1	2	3			
		MCRM 1.3 Analyze the influence peers have on consumer decisions.		<table border="1" style="width: 100%; text-align: center;"> <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.		<table border="1" style="width: 100%; text-align: center;"> <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 Describe the role of the responsible consumer in the local and/or global marketplace.	MCRM 2: Identify guidelines for consumers in the marketplace that include consumer roles, rights and responsibilities		<table border="1" style="width: 100%; text-align: center;"> <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
		MCRM 2.1 Identify differences between consumer rights and consume responsibilities.		0 1 2 3
		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.		0 1 2 3
		MCRM 4.2 Develop a personal plan for earning, spending and saving to meet established goals based on financial management principles.		0 1 2 3

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		MCRM 4.3 Evaluate the use of various financial services for paying for purchases.		<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">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" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table>	0	1	2	3
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Program Standard	Content Standard	Competencies	Assessment/Evidence	Skill Level Rating				
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	
	0	1	2	3				
	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.		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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Program Standard	Content Standard	Competencies	Assessment/Evidence	Skill Level Rating
		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.		

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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.		
		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.		
		MIR 1.4 Identify processes for handling unhealthy relationships.		
		MIR 1.5 Demonstrate awareness of diversity and the impact on a variety of relationships.		
		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.		

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Program Standard	Content Standard	Competencies	Assessment/Evidence	Skill Level Rating
		MIR 2.2 Examine communication styles and their effects 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.		
	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		

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Program Standard	Content Standard	Competencies	Assessment/Evidence	Skill Level Rating
		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.		
		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.		

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	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.		

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