

Food Science is a NJ FCCLA State Event for either an individual or team that encourages students to explore the relationship that food has to food safety, sanitation, preparation, and wellness. Participants will employ the scientific method while creating a visually pleasing display and supporting the project with an oral presentation.

NEW JERSEY CORE CURRICULUM STANDARDS

- 1.1.12C.1 Use contextual clues to differentiate between unique and common properties and cultural implications of dance, music, theater and visual arts.
- 1.2.12B(4).2 Produce an original body of work in one or more mediums that demonstrates visual mastery, methods, techniques and cultural understanding.
- 1.4.12C.1 Formulate criteria for arts evaluation using positive commentary based on observance of the elements of art and principles of design in dance, music, theater, visual and multimedia artwork from diverse cultural contexts and historical eras.
- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness.
- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain and weight maintenance.
- 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and your adults in the United States and other countries.
- 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins and minerals) to one's health.
- 2.2.12.E.1 Analyze the variety of health products and services based on cost, availability, accessibility, benefits and accreditation.
- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 4.1 Develop number sense and will perform standard numerical operations and estimation on all types of numbers in a variety of ways.
- 4.2 Develop spatial sense and an ability to use geometric properties, relationships and measurement to model, describe and analyze phenomena.
- 5.2.12.A.2 Account for the differences in the physical properties of solids, liquids, and gases.
- 5.2.12.A.5 Describe the process by which solutes dissolve in solvents.

- 5.2.12.A.6 Relate the pH scale to the concentrations of various acids and bases.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.

EVENT CATEGORIES

Junior: Grades 6-9

Senior: Grades 10-12

ELIGIBILITY

1. Each chapter may submit one (1) entry (individual or team) in each event category.
2. Participation is open to any affiliated FCCLA chapter.
3. An event category is determined by a member's grade in school.

REGULATIONS

1. Participant(s) must complete a three dimensional display illustrating their experiment/theory that includes a display board and sample materials from the experiment/theory.
2. The display must not exceed 36" deep by 48" wide by 48" high. No electrical outlets will be available. Battery-operated audio-visual equipment may be used.
3. The display may include visuals such as posters, photographs, models, charts, etc.
4. The display should be a clear and concise representation of the main hypothesis of the experiment/theory.
5. Each entry requires a three (3)-to-five (5) minute oral presentation related to the experiment/theory, research findings and support data. A team of one (1) to three (3) team members from the Chapter must explain/present the project using the display to visually enhance the three to five minute oral presentation. The oral presentation should discuss the experiment/theory; hypothesis, procedures, analysis/ data, and conclusion.

6. A typewritten three (3) inch by five (5) inch index card must be attached to the upper left side of the front of the display. The card must contain the following information:
 - A. Participant(s) Name(s)
 - B. School/Chapter Name
 - C. Project/Display Title
 - D. A brief description of the project

7. A Chapter must submit at registration three (3) stapled sets of the following information in one (1) manila file folder:
 - A. A project identification page containing:
 1. Participant(s) Name(s)
 2. School/Chapter Name
 3. Event Name
 4. Event Category
 5. Project/Display Title
 - B. A typewritten laboratory report including:
 1. Objective
 2. Hypothesis
 3. Procedure
 4. Observations
 5. Data/Analysis/Citation of Research
 6. Conclusion
 - C. An explanation of the relationship the experiment/theory has to individual health, food safety and/or food preparation.

8. The folder must be labeled on the right hand corner as follows:
 - A. Participant(s) Name(s)
 - B. School/Chapter Name
 - C. Event Name
 - D. Event Category
 - E. Project/Display Title

10. Chapter members must set up the display during the designated time period at the beginning of the State Leadership Conference.

11. The display must be removed at the time designated in the State Leadership Conference program.

12. See GENERAL INFORMATION AND RULES of these guidelines.

FOOD SCIENCE AND NUTRITION SPECIFICATIONS

File Folder

A Chapter will submit one (1) manila file folder containing three (3) identical sets, with each set stapled separately, of the items listed below at registration. The file folder must be labeled on the right hand corner as follows:

- Participant(s) Name(s)
- School/Chapter Name
- Event Name
- Event Category
- Project/Display Title

| | |
|-----------------------------|--|
| Project Identification Page | One 8½” x 11” page on plain paper, participants must include names, school/chapter name, event name, event category, project title. |
| Laboratory Report | One to three 8½” x 11” pages on plain paper that is organized to summarize and present findings using the scientific method. |
| Application | One 8½” x 11” page on plain paper that explains the relationship the experiment/theory has to health, food safety and/or food preparation and convenience. |

Oral Presentation

The oral presentation may be three (3) to five (5) minutes in length and is delivered to evaluators. The presentation should deal with how each step of the scientific method was used to conduct the experiment/theory and how the findings relate to improved health and safety.

| | |
|---------------------------------------|---|
| Identify the Objective/ Hypothesis | Explain the experiment/theory. State you want to accomplish in concrete and measurable terms. |
| Organization | Use of the scientific method in chronological sequence. |
| Appropriateness | Present how the experiment/theory related to the hypothesis. |
| Analysis/Data | Explain the analysis of the data/research as it relates to the experiment/theory |
| Conclusion | Explain how this experiment/theory related to health and safety. |
| Voice | Speak clearly with appropriate pitch, tempo and volume. |
| Body Language | Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used. |
| Grammar and Pronunciation | Use proper grammar and pronunciation. |
| Responses to Questions | Provide clear and concise answers to evaluators’ questions regarding subject matter. |

Visuals

Participant’s displays may include posters, photographs, models, charts, etc. The display must not exceed 36” deep by 48” wide by 48” high.

| | |
|--------------------------------|--|
| Effectively Illustrate Content | Support, illustrate and/or compliment content of presentation. |
| Appearance | Presentation display must be visible to the audience, neat, legible, professional and creative and use correct grammar and spelling. |
| Identification Card | 3” x 5” card with required information in the top left corner of the display. |

FOOD SCIENCE AND NUTRITION RATING SHEET

School: _____

Check One Event Category: _____ **Junior** _____ **Senior** _____ **Occupational**

Write the appropriate rating under the SCORE column. Points given may range between 0 and the maximum number indicated. Where information is missing, assign a 0. Total points and enter under the TOTAL SCORE.

| Evaluation Criteria | Very | | | | | Score | Comments |
|---|------|------|------|------|-----------|-------|----------|
| | Poor | Fair | Good | Good | Excellent | | |
| PROJECT/ACTIVITY | | | | | | | |
| Creative project/activity specific and relevant | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Follow through on the scientific method | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Information and theories transfer to practical use in wellness. | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Relevant support data | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Variety of current references | 0-1 | 2 | 3 | 4 | 5 | | |
| ORAL PRESENTATION | | | | | | | |
| Well organized oral presentation | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Presentation made with poise, clarity, and enthusiasm | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Participant demonstrates knowledge of the experiment/theory | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| DISPLAY | | | | | | | |
| Illustrates findings and conclusions effectively | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Creative, stimulating, and visually pleasing | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 | | |
| Information card complete and attached | 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: 75-89

Bronze: 60-74