

NJ FCCLA Program Displays is a NJ FCCLA State Event that promotes the understanding of the national FCCLA programs and encourages members to develop peer education projects that make a difference in their school and community. Chapters are encouraged to submit the national recognition application.

**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 young 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.
- 2.1.12.D.1 Determine the causes and outcomes of the intentional and unintentional injuries in adolescents and young adults and proposed prevention strategies.
- 2.1.12.D.2 Explain ways to protect against abuse and all forms of assault and what to do if assaulted
- 2.2.12.B.1 Predict the short and long term consequences of good and poor decision-making on oneself, friends, family and others.
- 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.

- 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.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 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.
- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.
- 9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

## EVENT CATEGORIES

**Junior:** Grades 6-9

**Senior:** Grades 10-12

## ELIGIBILITY

1. A chapter may submit one (1) entry (individual or team) in each of the event categories.
2. Each chapter may enter a display in one or more of the National Program areas.
3. Participation is open to any affiliated FCCLA.

## REGULATIONS

1. A project from the following National Programs may be entered as a visual display:
  - A. Career Connection
  - B. F.A.C.T.S.
  - C. Families First
  - D. Financial Fitness
  - E. Stop the Violence
  - F. Student Body

2. Chapters should refer to National Program resource materials to assist in the development of their project(s). Workbooks and CD's can be purchased through the FCCLA National Publications Catalog or on the website [www.fcclainc.org](http://www.fcclainc.org).
3. 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.
4. The display may include visuals such as posters, photographs, models, charts, etc.
5. The display should be a clear and concise representation of your project. It should have an impact on the target audience chosen for your project.
6. A typewritten three (3)-by-five (5) inch 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 Name
  - C. Event Category
  - D. National Program Selected
  - E. Project/Display Title
7. Each National Program Display entry requires an oral presentation related to the project research findings and support data. A team of one (1) to three (3) team members from the chapter must explain/present the project with a three (3) to five (5) minute oral presentation. The display and the oral presentation collectively support the goals of the project.
8. A Chapter must submit at registration three (3) stapled sets of the following information in one letter-sized manila file folder:
  - A. A cover page containing:
    1. Participant(s) Name(s)
    2. School/Chapter name
    3. Event Name
    4. Event Category
    5. National Program Selected
    6. Project/Display Title
  - B. A Planning Process sheet summarizing how the project was completed
  - C. A summary statement containing:
    1. The date, location and description of the target audience.
    2. The objectives of the project and display.
    3. A short summary of the accomplishments of the project.
    4. What has been learned by the participating members about the project.
  - D. Explain how the research was conducted and provide a list of references used in the research.
  - E. A copy of the completed corresponding national recognition application.
9. The folder must be labeled on the left hand corner as follows:
  - A. Participant(s) Name(s)
  - B. School/Chapter Name
  - C. Event Name
  - C. Event Category
  - D. National Program Selected
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 guide lines.

**NEW JERSEY FCCLA PROGRAM DISPLAYS SPECIFICATIONS**

**File Folder**

A Chapter will submit one letter size 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 left hand corner as follows:

- Participant(s) Name(s)
- School/Chapter name
- Event Name
- Event Category
- National Program Selected

Project Identification Page	One 8½” x 11” page on plain paper, participants must include name(s), school/chapter name, event name, event category, National Program selected, project/display title.
Planning Process sheet	Each step of the Planning Process was used to plan and implement the project.
Summary Statement	Date, location, audience, objectives, summary of accomplishments and what was learned by members.
Research	List of references and how the research was conducted.
Recognition Application	A copy of the recognition application corresponding to the national event that was submitted to the national headquarters by the application deadline date.

**Oral Presentation**

The oral presentation may be three (3) to five (5) minutes in length and is delivered to evaluators. The presentation should concentrate on the National Program and how the participant(s) met the goal of the project.

Identify National Program & Specific Concerns	Explain the concern and how the National Program addresses those concerns.
Organization	State what you want to accomplish and express how the goal relates to the national program. Present plan in sequence. Explain successes and identify possible improvements.
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.
Knowledge of National Program	Provide clear and concise answers to evaluators’ questions regarding the project and the National Program.

**Visuals**

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

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.

NJ FCCLA PROGRAM DISPLAYS 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		
<b>PROJECT/ACTIVITY</b>							
Creative Project/Activity, specific and relevant	0-2	3-4	5-6	7-8	9-10		
Planning Process, clear objectives and summary, concise and well written	0-3	4-6	7-9	10-12	13-15		
National Recognition Application	0-1	2	3	4	5		
Variety of current references	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Well Organized Oral Presentation	0-2	3-4	5-6	7-8	9-10		
Presentation made with poise, clarity, and enthusiasm	0-1	2	3	4	5		
Participant demonstrates knowledge of the subject	0-2	3-4	5-6	7-8	9-10		
<b>DISPLAY</b>							
Topic is clear and powerful	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		
Appropriate and effective in meeting the goals of the project	0-3	4-6	7-9	10-12	13-15		
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