

Project Earth is a NJ FCCLA State Event that promotes the understanding and knowledge of the environment and encourages members to develop environment protection programs within the chapter.

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.
- 2.2.12.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.
- 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
- 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.
- 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.
- 5.3.12.B.3 Predict what would happen to an ecosystem if an energy source was removed.

- 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.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.

EVENT CATERGORIES**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. Participation is open to any affiliated FCCLA.

REGULATIONS

1. Chapter should utilize information about environmental issues that can be found in a variety of current sources such as scientific journals, reliable news sources, reliable internet sites, etc.
2. A project area may include but are not limited to:
 - A. Recycling
 - B. Source reduction
 - C. Composting
 - D. Waste to energy
 - E. Sanitary landfills
 - F. Conservation of resources
3. The display must not exceed 36" deep by 48" 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 the project. It should have an impact on the target audience chosen for the project.
6. A type written three (3)-by-five (5) card must be attached to the upper left side of the front of the display. The card must contain the following information:
 - A. School Name
 - B. Event Category
 - C. Environmental Area Selected
 - D. Project/Display Title
7. Each Project Earth entry requires a three (3) to five (5) minute oral presentation related to the topic. The display and oral presentation, collectively, support the goal of the project.
8. A Chapter must submit at registration three (3) stapled sets of the following information in one (1) letter-sized manila file folder:
 - A. A cover page containing:
 - Participant(s) Name(s)
 - School/Chapter Name
 - Event Name
 - Event Category
 - Environmental Area Selected
 - Project/Display title
 - B. A Planning Process sheet explaining step by step how the project was planned and completed.
 - C. A summary statement containing:
 - The objectives of the project and display.
 - A short summary of the accomplishments of this project.
 - What has been learned by the participating members of the project.
 - Explain how the research was conducted and provide a list of references used in the research.
9. The folder must be labeled in the left hand corner as follows:
 - Participant(s) name(s)
 - School/Chapter name
 - Event Name
 - Event Category
 - Environmental Area Selected
 - 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.
12. See GENERAL INFORMATION AND RULES of these guide lines.

PROJECT EARTH 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
- Environmental Area Selected
- Project/Display Title

Project Identification Page	One 8½” x 11” page on plain paper, participants must include name(s), school/chapter name, event name, event category, environmental area 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.

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 environmental issue and how the participants met the goal of the project.

Identify the Environmental Concerns	Explain the concern and how the issue impacts the environment and quality of life for those concerned.
Organization	State what you want to accomplish and express how the goal relates to the environment. 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 Environmental Issues	Provide clear and concise answers to evaluators’ questions regarding the project and environmental issues.

Visuals

Participant’s display 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.

PROJECT EARTH 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 TOTAL SCORE.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
PROJECT/ENVIRONMENTAL AREA							
Organized, effective, and creative project on the environment Project specific and relevant	0- 3	4-6	7-9	10-12	13-15		
Planning Process, objectives and summary are clear, concise and well written	0-2	3-4	5-6	7-8	9-10		
Evidence of Research	0-2	3-4	5-6	7-8	9-10		
ORAL PRESENTATION							
Well organized oral presentation	0-2	3-4	5-6	7-8	9-10		
Good voice with clarity and enthusiasm	0-1	2	3	4	5		
Poised with appropriate body language	0-1	2	3	4	5		
Grammar and pronunciation	0-1	2	3	4	5		
Demonstrated knowledge of subject matter	0-2	3-4	5-6	7-8	9-10		
DISPLAY							
Creative, stimulating and visually pleasing	0-2	3-4	5-6	7-8	9-10		
Appropriate and effectively communicates information regarding the environment	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