

Successories is an individual NJ FCCLA State Event in which students design and construct a project representative of a specified accessory category that will be identified by the state executive council on or before September 1st of each school year. Students are judged on quality of construction, creativity, documentation, and 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).1 Synthesize the elements of art and principals of design into an original portfolio of two to three dimensional artwork that reflects personal style and a high degree of technical proficiency and expressivity.
- 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.
- 1.2.12B(4).3 Organize personal works of visual art that convey a high level of understanding of how expression of ideas related to media, techniques and artistic process.
- 1.2.12B(4).5 Emulate styles and artistic processes used in culturally/historically diverse two and three dimensional art in an original body of work or varied mediums.
- 1.3.12A(4).1 Distinguish innovative applications of the elements of art and principles of design in visual artwork from diverse cultural perspectives that express specific cross-cultural themes.
- 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.D.1 Determine the causes and outcomes of the intentional and unintentional injuries in adolescents and young adults and proposed prevention strategies.
- 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.
- 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 CATEGORY

Junior: Grades 6-9

Senior: Grades 10-12

Occupational: Grades 10-12

ELIGIBILITY

1. Each chapter may enter one (1) participant for every ten (10) affiliated FCCLA member with a maximum of four (4) entries.
2. Participation is open to any affiliated FCCLA member.

REGULATIONS

1. Each participant will create an entry that is representative of the specific category of accessories that is selected by the state executive council on or before September 1st. The entry may be created from a commercial pattern, an original design, or a combination of both forms.
The accessory selected for the 2010 SLC is a Tote Bag.
2. Projects **MUST** be constructed by the participant.
3. Students will be required to focus their project on a specific accessory category that will be identified on the state website and the first chapter mailing for the school year. An example of such a category could be a scarf and hat or a purse.
 - The entry can be constructed from any materials such as fabric, beads, yarn etc.
 - The use of ready to wear or prefabricated items is prohibited and will result in disqualification.

4. Participant may creatively use fabrics, trims, ribbon, binding, buttons, fabric paints, appliqués, yarns and other appropriate notions in the completion and decoration of their project.
5. A Chapter must submit at registration three (3) stapled sets of the following information in one (1) letter sized manila file folder:
 - A. A typed cover page which states:
 1. Participant Name
 2. School/Chapter Name
 3. Event Name
 4. Event Category
 5. Type of accessory
 6. List of items used to create the finished projects (all notions, new and recycled items)
 - B. A photograph of the completed accessory project.
 - C. A two page research paper focusing on one of the following:
 - The history of the accessory category
 - A specific accessory designer
 - A specific accessory company
 - Marketing techniques that showcase this accessory category
 - D. A works cited page listing all the resources used.
6. The folder must be labeled in the left hand corner as follows:
 - A. Participant Name
 - B. School/Chapter Name
 - C. Event Name
 - D. Event Category
7. The project must be submitted during the chapter registration at the State Leadership Conference with a typed three (3)-by-five (5) index card pinned to the front of the project containing the following information:
 - A. Participant Name
 - B. School Name
 - C. Event Category
 - D. A brief description of the project (up to 50 words)

The information folder must accompany the project.
8. Participant will be required to make a three (3) to five (5) minute oral presentation to discuss construction techniques, design development, machine and hand sewing techniques, etc.
9. After the judging process has been completed, the projects will be displayed. Each entry must be claimed and removed at the designated time and place specified in the conference program.
10. See GENERAL INFORMATION AND RULES for guidelines.

SUCCESSORIES SPECIFICATIONS

File Folder

A Chapter will submit one letter size file folder containing three identical sets, with each set stapled separately, of the items listed below at registration. The file folder must be labeled in the left hand corner as follows:

- Participant Name
- School/Chapter Name
- Event Name
- Event Category

Project Identification Page	One 8½” x 11” page on plain paper, participant must include name, school/ chapter name, event name, event category, type of accessory, materials used.
Photograph	Photo of the completed project.
Research Project	Two page research paper on one of the proposed topics.
Works Cited Page	List of all the resources used to complete the research project.

Oral Presentation

The oral presentation may not exceed five (5) minutes and is delivered to evaluators. The presentation should be organized to include the highlights of the design and creation of the project. Then evaluators will ask the participant questions relevant to the project.

Materials Used	Explain the selection process for fabrics, colors, trims and notions.
Design of Project	Explain the specifics of the research and design of the accessory.
Constructions Techniques	Describe specific techniques that were employed in the constructions phase.
Research	Discuss facts that were discovered while preparing the researching paper.
Technology	Explain what specific technology (if any) was used in the creation of the project.
Details	Identify special techniques/skills and embellishments that make the project unique.
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.

SUCCESSORIES RATING SHEET

Name _____ School _____

Check one event category: _____ Junior _____ Senior _____ Occupational

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

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
PROJECT EVALUATION							
Imaginative design and effective use of materials and notions	0-3	4-6	7-9	10-12	13-15		
“Form follows function”; Project is functional and attractive.	0-2	3-4	5-6	7-8	9-10		
Challenge and difficulty of design and construction	0-3	4-6	7-9	10-12	13-15		
Clean finishing techniques - threads trimmed and well pressed	0-1	2	3	4	5		
Required information: 3 x 5 inch index card	0-1	2	3	4	5		
RESEARCH FOLDER							
Cover page	0-1	2	3	4	5		
Photograph	0-1	2	3	4	5		
Research paper (including content, spelling, and grammar)	0-3	4-6	7-9	10-12	13-15		
Works Cited page	0-1	2	3	4	5		
ORAL PRESENTATION							
Participant poised with a clear and concise presentation about the design of the project and its construction	0-2	3-4	5-6	7-8	9-10		
Presentation is organized	0-1	2	3	4	5		
Knowledgeable response to 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: 75-89

Bronze: 60-74