

Contest Date:

Interviews: March 23, 2021

(orientation 10AM- Contestant Schedule will be announced during orientation)

Notebook Submissions:

**Notebooks must be received by March 4
to 760 Morrison Rd. STE B Gahanna OH 43230**

Contest Type: VIRTUAL

(all contest type MUST know are listed on the website. YOU NEED TO BE FAMILIAR WITH BOTH THIS DOCUMENT AND THAT DOCUMENT)

Zoom Contest Link:

**[https://ohioskillsusa-](https://ohioskillsusa-org.zoom.us/j/92415113661?pwd=NTQ5VU1ZWF3c1crL0F2dIZlcWoxZz09)
Meeting ID: 924 1511 3661
Passcode: 166505**

PURPOSE

To evaluate local chapter activities for community service, citizenship projects and those with patriotic overtones that demonstrate a belief in the American way of life.

ELIGIBILITY (Team of 3)

Open to all active SkillsUSA members. One entry per school.

ORIENTATION

Orientation is at 10:00am. Orientation is for contestants only and is closed to advisors. Contestants will be assigned a number/time for their interview. Lunch follows orientation and is to be completed by 12:00pm with interviews beginning at 12:00pm.

CLOTHING REQUIREMENTS

Official SkillsUSA dress or business attire

Men	Official red blazer, jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.
Women	Official red blazer, jacket or sweater; black dress skirt (knee length) or slacks with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone seamless hose and black dress shoes.

Note: Contestants must wear their contest clothing to the contest orientation meeting and interview. Teams will be judged in official attire at the time of interview.



TOOLS PROVIDED BY CONTESTANTS

- One copy of a 1-page typed personal résumé/Notebook

SPECIAL INFORMATION

- No smart watches or phones are permitted during the contest.

SCOPE OF THE CONTEST

Knowledge of Performance

This contest does not require a written test.

Skills Performance

The contest evaluates local chapter activities for community service, citizenship projects and those projects with patriotic overtones that demonstrate a belief in the American way of life.

Contest Guidelines

1. All notebooks must be received by the Ohio SkillsUSA Office no later than **March 4, 2021**. Notebooks not in the Ohio SkillsUSA Office by this date, regardless of the postmark, will not be judged.
Mail to: SkillsUSA Ohio
American Spirit Award
760 Morrison Rd. Ste. B
Gahanna OH 43220
2. Contestants should report to the orientation in the ZOOM link listed above at 10:00am to meet with the Contest Coordinator. At that time, they will be assigned a time for their interview.
3. Pickup of Entries: Entries can be picked up upon completion of the contest by the chapter advisor at the SkillsUSA Ohio Office.
4. Procedure: Chapters must conduct three separate projects that demonstrate community service, patriotism and citizenship, and promotion of career and technical education. Only one project per category may be entered. Students must plan, organize, prepare and execute all projects.

Documentation Guidelines

1. Entries must be typed and submitted in an official three-ring SkillsUSA notebook or scrapbook. The notebook/scrapbook will contain no more than 75 sheets of paper the size of the official SkillsUSA notebook/scrapbook paper. Both surfaces of the 75 sheets may be filled, for a maximum of 150 surfaces.

Penalty: Five points per surface (10 points per sheet of paper) will be deducted for exceeding these maximums.

Note: A surface is only that material which can be pasted or glued to the basic notebook/scrapbook paper. Any pockets, foldout pages, multiple pages or similar features will count as additional surfaces and will be subject to penalty, except where specifically stated otherwise. Pages may be plasticized without affecting the scores. Original copies of newspaper articles must be submitted. Photocopies of articles, letters or digital communications are not acceptable. Dates of articles must be within the article, letter or digital communication or the date must be attached to the newspaper article, letter or digital communication (digital communication should contain the URL link as well).

Documentation must include the following in this order:

- a. Title Page
Include name of chapter, name of chapter president, school name, school address and school telephone number, a complete list of all credentials or certifications offered through the school's program of study.
- b. Table of Contents
(*This should be Page 1.*) The table of contents will follow the presented order list with page numbers. (It is better to itemize each section with page numbers for the item rather than a range of pages for the section.)
- c. Section I: Community Service
1) A single project description

- 2) Indicate the applicable SkillsUSA Framework component (Personal Skills, Workplace Skills, Technical Skills Grounded in Academics) and essential elements for the project.
 - 3) Objectives for the project
 - 4) Evidence of planning for the project
 - 5) Methods of implementation
 - 6) Number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership; however, if the entire chapter participated, use the total membership numbers)
 - 7) Three letters of recommendation or recognition
 - 8) Photographs (at least three and no more than six)
- d. Section II: Patriotism and Citizenship
- 1) A project description
 - 2) Indicate the applicable SkillsUSA Framework component (Personal Skills, Workplace skills, Technical Skills Grounded in Academics) and essential elements for the project
 - 3) Objectives for the project
 - 4) Evidence of planning
 - 5) Methods of implementation
 - 6) Number of members involved in the activity
 - 7) Letters of recommendation or recognition
 - 8) Photographs
- e. Section III: Promotion of Career and Technical Education
- 1) A project description
 - 2) Indicate the applicable SkillsUSA Framework component (Personal Skills, Workplace skills, Technical Skills Grounded in Academics) and essential elements for the project
 - 3) Objectives for the project
 - 4) Evidence of planning for the project
 - 5) Methods of implementation
 - 6) Number of members involved in the activity
 - 7) Letters of recommendation or recognition
 - 8) Photographs
2. Letters of Recommendation
- a. Letter from a school administrator will be required for each project on school letterhead stationery with a signature
 - b. Letter from a business, organization or industry representative will be required for each project, on official stationery with a signature
 - c. Letter from local newspaper, radio station or TV station verifying that articles have been submitted and/or published to publicize the activity conducted by the SkillsUSA chapter. Original copies of the newspaper articles must be submitted. Date(s) of the project must be within the article or attached to the article. Photocopies of the articles are not acceptable.
3. Photographs
- a. At least three and not more than six good photographs of each project must be submitted to show events as they were conducted. (A collage-type picture is acceptable but must be printed as a single item.)
 - b. Photos should be affixed in the scrapbook/notebook and identified.
 - c. Photographs should be labeled with a description of the event taking place. Names (use only the person's first or last name) of people in the photograph should be included.
4. Interview
- a. An interview will be set up with the team of three students. Students will have an opportunity to explain how they approached various activities and how the project benefited their class. The interview will be used to help verify points awarded by the judges and to answer any questions they may have. No PowerPoint presentations or visual aids other than the notebook may be referenced during the interview.

Judging Criteria

Each project will be judged based on community service, citizenship projects and those projects with patriotic overtones that demonstrate a belief in the American way of life. Please see the Rubric for American Spirit Award for a detailed description of each category.

STANDARDS AND COMPETENCIES

Ohio Technical Competencies

1.1.5	Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.1.6.	Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.
1.1.7	Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
1.2.2.	Deliver formal and informal presentations.
1.2.3.	Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.2.5.	Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
1.2.6.	Use proper grammar and expression in all aspects of communication.
1.2.10.	Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
1.2.11.	Write professional correspondence, documents, job applications and résumés.
1.2.12	Use technical writing skills to complete forms and create reports.
1.2.13.	Identify stakeholders and solicit their opinions.
1.4.1	Use office equipment to communicate (e.g., phone, radio equipment, fax machine, scanner, public address systems).
1.4.2.	Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
1.4.8	Use electronic media to communicate and follow network etiquette guidelines.

Ohio Academic Standards

English Language Arts

Reading for Informational Text

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.7	RI.9-10.2	Analyze informational text development. <ol style="list-style-type: none"> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
1.1.7	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
1.1.7	RI.11-12.2	Analyze informational text development. <ol style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
1.1.7	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Writing

Ohio Technical Competencies	ELA Standard	ELA Standard Description

1.1.6	W.9-10.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting b. (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.1.5 1.2.5 1.2.11	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.4.2	W.9-10-6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
1.1.6	W.11-12.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.1.5 1.2.5 1.2.11	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.4.2	W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Speaking and Listening

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.6 1.2.3 1.2.5 1.2.10	SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
1.1.7	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
1.2.2	SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
1.2.2 1.4.2 1.4.8	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.2 1.2.5 1.2.6	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
1.1.6 1.2.3 1.2.5 1.2.10	SL.11-12.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
1.1.7	SL. 11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.2.2	SL. 11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing

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		perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.2 1.4.2 1.4.8	SL. 11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.2.2 1.2.5 1.2.6	SL. 11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Language

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.6	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
1.2.6	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
1.2.6	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
1.2.6	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
1.2.6	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
1.2.6	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.12	WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.2.12	WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1.2.12	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.2.12	WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Mathematics

None identified.

Science

None identified.