

Contest Date:

Interviews: March 22 and 23, 2021

(orientation 9AM-March 22 Contestant Schedule will be announced during orientation)

Notebook Submissions:

Notebooks must be received by March 8 to

DropBox:

<https://www.dropbox.com/request/XxXWOA0CQp8HCoZkpC9r>

Or

Google Drive:

<https://forms.gle/xGUrbZS7pcbetKK6A>

Contest Type: VIRTUAL

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

Zoom Contest Link:

<https://ohioskillsusa-org.zoom.us/j/98768171151?pwd=Y1lnZE90c1ZGZkRNQUVJTGdON01EUT09>

Meeting ID: 987 6817 1151

Passcode: 376236

Day 2 March 23

<https://ohioskillsusa-org.zoom.us/j/93443078343?pwd=d1d3dllvcUV5aU0rN3BzSjBpTHVPZz09>

Meeting ID: 934 4307 8343

Passcode: 100071

PURPOSE

To encourage local SkillsUSA chapters to promote the organization, career and technical education and related occupational information through a promotional bulletin board.

ELIGIBILITY (TEAM OF 3)

Two bulletin boards from each state association may be entered in the contest — one in the high-school and one in the college/ postsecondary competition, in accordance with the SkillsUSA Ohio Program Guidelines.

ORIENTATION

Orientation is at 9:00am on March 22. Orientation is for contestants only and is closed to advisors. Contestant order will be announced during orientation. Contest will begin directly after orientation.

THEME

- **SkillsUSA: “Champions at Work- Empowered to Succeed”**

SETUP

1. Only contestants will be permitted into the contest setup area and allowed to set up the bulletin board.
2. Advisors will not be allowed into the contest setup area, thus advisors cannot help with the setup.
3. Once the board is set up, contestants must leave the contest area. Setup time is not a time to view other boards.

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.

OBSERVER RULE

Observers will not be present during the actual judging.

TOOLS PROVIDED BY CONTESTANTS

- One copy of a 1-page typed personal résumé
- Standard 25' Measuring Tape

SPECIAL INFORMATION

- No smart watches or phones are permitted during the contest.
- Contestants should compete with their display behind them
- Masks should be worn at all times and social distancing should be observed
- Judges will ask competitors to measure the Display on Camera
- Judges may ask the competitors at any time to rotate the camera to allow for a better view or to inspect the integrity of the contest space.

SCOPE OF THE CONTEST

Knowledge of Performance

This contest does not require a written test.

Skill Performance

The contest requires the development of a promotional bulletin board *using the SkillsUSA national theme*, and it may also include promotion of local SkillsUSA chapter activities or technical, skilled and service occupations, including health occupations. Skill also will be evaluated through an interview.



Contest Guidelines

1. SkillsUSA headquarters establishes the theme for the Promotional Bulletin Board contest and announces it to the state associations by Sept. 1 for the following school year. To verify the correct national theme, go to: www.skillsusa.org/competitions/skillsusa-championships/theme/.
 - a. The bulletin board must carry out the established theme
 - b. The bulletin board must be related to SkillsUSA
 - c. The bulletin board may include promotion of local SkillsUSA chapter activities
 - d. All career and technical education students who are SkillsUSA members are eligible to compete in the Promotional Bulletin Board contest
2. Bulletin Board Design and Workmanship
 - a. The majority of the display materials used must be student-prepared
 - b. The bulletin board must be the original and creative work of the individual chapter member(s)
 - c. Review and follow basic guidelines for use of the SkillsUSA logo

Note: See website www.SkillsUSABrandCenter.org and honor the space requirements



- d. A penalty of 10 points will be assessed for failure to comply with all SkillsUSA logo guidelines and regulations.
- e. Follow U.S. copyright rules and regulations.
3. Intent of the Promotional Bulletin Board
 - a. The bulletin board is a tool to convey ideas, ideals or activities related to SkillsUSA
 - b. The bulletin board should be designed to easily accommodate changes by using interchangeable parts to reflect activities and messages or draw attention to a function

Note: An interchangeable part is one that is removed from the board and replaced with another element.
 - c. The bulletin board is not intended to be a wall hanging or poster board
4. Bulletin Board Size — The total size of the bulletin board may be smaller than, but may not exceed, the following dimensions:
 - a. 4 feet wide by 4 feet high by 2 inches thick (including the thickness of the board)

Note: If an element is attached to the board and opens or unfolds, the depth of the element will be included in the thickness measurement (2" max) and will incur penalty points appropriately
 - b. A penalty of five points per $\frac{1}{8}$ " over size will be assessed
5. Mounting Board and Support
 - a. The quality of the board on which the display is mounted will not be judged
 - b. A mounting board is required
 - c. All areas of the mounting board must be covered with a paper product front and back
 - d. A 10-point penalty will be assessed if any area of the mounting board is exposed
 - e. Entries must be self-supporting. A 10-point penalty will be assessed for failure to comply
 - f. The supporting device will not be included in the measurement and cost figures
 - g. The supporting device must be designed and constructed to be durable and allow for safe exhibit of the board and display materials. A 10-point penalty will be assessed for failure to comply
 - h. The bulletin board and mounting board must be fastened securely to the supporting device. A 10-point penalty will be assessed for failure to comply
6. Bulletin Board Frame
 - a. A frame is not required but may be used if desired

Note: Additional information placed on the frame, such as engraving the theme, makes the frame part of the board and will be measured as such.
 - b. A frame cannot exceed $2\frac{1}{2}$ " in width. A 10-point penalty will be assessed for failure to comply

- c. A frame can be made from any material
- 7. Bulletin Board Materials
 - a. Any material(s) used to attach parts to the board must not be visible on the face of the board. A 10-point penalty will be assessed for failure to comply.
 - b. All materials on the bulletin board used as background and to convey the message are:
 - 1. Construction paper
 - 2. Poster board
 - 3. Foam core
 - 4. Cardboard
 - 5. Mat board
 - 6. High gloss photo paper
 - 7. Media printed on a large format printer/plotter
 - 8. All photos may be laminated; other surfaces may be painted or colored
 - c. No other materials will be permitted. A 50-point penalty will be assessed for failure to comply
Note: Glitter or foil, whether incorporated in paper or paint, is *not* to be used on any part of the board. Remember, this is a bulletin board, not a poster. Further vinyl, car-wrap material or any nonpaper products that have been printed or cut on a large-format printer/plotter are not approved products for the board
 - d. No audiovisual equipment, electrical, mechanical, automatic or manual moving parts are to be used. A 10-point penalty will be assessed for failure to comply
 - e. If an interactive component (e.g., QR code, software link, etc.) is showcased or demonstrated during the presentation, it is acceptable to use an electronic device appropriately
 - f. Student-taken photographs are allowed
 - g. The chapter name, school, city or state may be used without penalty
- 8. Cost of Materials
 - a. A maximum of \$300 (purchased, donated or borrowed) may be spent on the entire display and backing board (frame and support costs excluded). A 10-point penalty for each \$5 over \$300 will be assessed
 - b. A quote of the “fair market price” of the printing and/or other materials used on the board must be included in the notebook. All donated or borrowed materials must be included in the \$300 **Note:** Fair market value is the cost of having work done or obtained *commercially* — *not* the cost of work done or obtained through a school.
- 9. Résumé (50 points possible/5 percent of overall score)
 - a. Overall appearance and professionalism
 - b. Accuracy in spelling, punctuation and capitalization (10 points)
 - c. Complete contact information: name, address, phone, email (5 points)
 - d. Career objective (5 points)
 - e. Education (5 points)
 - f. Technical skills (10 points)
Note: Technical skills should include such things as trade-related skills, certifications, software training, etc.
 - g. Employment (5 points)
 - h. Honors/awards/memberships (5 points)
 - i. References: available upon request (5 points)
Note: Student should not supply the names and contact information for references. The words, “References: Available upon request” should be listed on the résumé
 - j. A 5-point penalty will be assessed if résumé exceeds one page
- 10. Bulletin Board Evaluation (400 points/40 percent of overall score)
 - a. Gains attention
 - 1. Focuses attention on important items (20 points)
 - 2. Pulls the eye to specific areas (20 points)
 - 3. Color and contrast command attention (20 points)
 - 4. Balance creates interest (20 points)
 - 5. Shapes, lines, spaces and colors create an interesting and readable bulletin board. All text should be legible for the viewing audience.(20 points)
 - b. Development of theme
 - 1. Theme of bulletin board is the official theme established by the SkillsUSA headquarters (25 points)

- Note:** The theme includes the SkillsUSA slogan, i.e., SkillsUSA: Champions at Work, followed by annual verbiage from national headquarters
2. Meaning and message of the bulletin board are apparent immediately. All imagery and text support the theme and concept (60 points)
 3. Graphic elements, lettering and illustrations allow quick and clear comprehension of the bulletin board theme (25 points)
 4. Lettering is related in scale and character to the spirit of the theme (25 points)
 5. A 5-point penalty will be assessed for error in grammar, spelling and punctuation
- c. Quality of work
1. Artwork is of consistent style and proportion (15 points)
 2. Computer-generated type, art or photos are sharp/smooth (non-pixelated) and photos are properly exposed, well-cropped and suitably sized (30 points)
 3. Edges of cutout pieces are clean and smooth (15 points)
 4. Detachable or 3-D pieces are stiff and self-supporting with no paper curl (15 points)
 5. Tiled or layered pieces are properly aligned (10 points)
- d. Imagination, creativity and originality
1. Bulletin board shows originality (20 points)
 2. Bulletin board is creative, in good taste and attractive (20 points)
 3. Differences in color, line and shapes depict good design and imagination (20 points)
 4. Illustrations, lettering and background harmonize and show innovation (20 points)
11. Interview Component (40 percent of overall score)
- a. All students will be prepared to participate in the interview component
 - b. The interview component will consist of two parts: a presentation and a question-and-answer session
12. Presentation
- a. Notecards may *not* be used. A 50-point penalty will be assessed if contestant uses notecards
 - b. Student will use the notebook along with the bulletin board to enhance the presentation (40 points)
Note: Be sure to demonstrate interchangeable parts. If an interactive component (e.g., QR code, software link, etc.) is showcased or demonstrated during the presentation, it is acceptable to use an electronic device appropriately
 - c. Student will describe the bulletin board and how it conforms to the theme (35 points)
 - d. Student will explain the process the chapter followed to determine the scope and design of the bulletin board (30 points)
 - e. Student will state the purpose and educational value of the bulletin board (30 points)
Note: What did the students learn while working on the board? What can viewers learn from the bulletin board?
 - f. Student will discuss the chapter members' participation in the construction of the bulletin board (30 points)
 - g. Student will tell where and how the bulletin board will be used after the competition (30 points)
 - h. Student will discuss the benefits of the bulletin board to the chapter members (30 points)
 - i. Student's speaking skills to include variances of pitch, tempo, volume and enthusiasm will be judged (30 points)
 - j. Student's stage presence, including poise, eye contact, gestures, confident appearance and attitude will be judged (30 points)
 - k. Student's mechanics as in diction, grammar, pronunciation and enunciation will be judged (25 points)
 - l. Student's conclusion to presentation (30 points)
 - m. Time frame for presentation is three to five minutes
 - n. Time penalty: 5 points for each fraction of 30 seconds under three minutes or over five minutes will be assessed
13. Question/Answer Session (quality of student's response to questions from judges)
- a. Student will deliver answers that are appropriate, organized and reflect logic and clarity (30 points)
 - b. Student's answers reflect knowledge and involvement in the promotional bulletin board project (30 points)
14. Notebook Requirements (15 percent of overall score)
- a. The notebook must be placed with the bulletin board prior to judging. Failure to do so will result in the notebook not being judged and no points awarded
 - b. Notebook must be a 1-inch SkillsUSA three-ring binder (10 points)
 - c. Notebook must contain pictures and supporting evidence (20 points)
Note: Photos may be blended with other areas of the book but must have a caption describing the photo
 - d. Notebook must include a brief description of the purpose (20 points)
 - e. Notebook must state educational value (20 points)

Note: What did the students learn while working on the board? What can viewers learn from the bulletin board?

- f. Notebook must describe the development and construction of the bulletin board (20 points)
- g. Notebook must be limited to 10 pages (20 surfaces) or less (10 points)
- h. Verification letter
 - 1. A letter certifying that the bulletin board was designed and constructed by students will be the first page of the notebook. The letter should be printed on school letterhead.(10 points)
 - 2. The letter must identify the school, city and state (5 points)
 - 3. The letter must identify the local advisor (5 points)
 - 4. The letter must identify the student who will be interviewed (5 points)
 - 5. The letter must state the division (high school or college/ postsecondary) (5 points)
 - 6. The letter must be signed by a local administrator, with full name and title included (10 points)
 - 7. A quote of the “fair market price” of the printing and/or other materials used on the board must be included (10 points)
 - 8. Failure to supply the required information will penalize the entry as outlined
- i. Notebook Outline: Follow this page order to organize the notebook
 - 1. Verification letter
 - 2. Purpose
 - 3. Educational value
 - 4. Development/Construction
 - 5. Fair market value/Itemized list of expenses
 - 6. Supporting evidence

SPECIAL INFORMATION

- 1. The Regional Competition will follow the National Guidelines (NO RÉSUMÉ needed)
- 2. The presentation component will be three to five minutes in length.
- 3. One student should be prepared to deliver the presentation.
- 4. There will be a time penalty of five points for each fraction of 30 seconds over five minutes or under three minutes.
- 5. The notebook will be collected at orientation.
- 6. Bulletin boards must be set up and in place at time of orientation. Security of the bulletin board is the school’s responsibility during normal operating hours.
- 7. Bulletin boards cannot be removed until all judging is completed.

Judging Criteria

Each project will be judged based on design/workmanship/theme, interview/presentation/Q&A, and notebook. See the Rubric for Promotional Bulletin Board for detailed description of each category.

STANDARDS AND COMPETENCIES

Ohio Technical Competencies

1.1.1.	Identify the knowledge, skills and abilities necessary to succeed in careers.
1.1.2.	Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
1.1.4.	Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships.
1.1.5.	Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.2.2.	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.
1.4.2	Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).
1.4.5	Use information technology tools to maintain, secure and monitor business records.

Ohio Academic Standards

English Language Arts

Writing

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.4 1.1.12	W.9-10.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Establish a clear and thorough thesis to present an argument. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.
1.1.4 1.1.6 1.1.12	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> <ol 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.
1.1.4 1.1.12	W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.
1.1.4 1.1.6 1.1.12	W.11-12.2	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. <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.
1.1.1	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Speaking and Listening

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.1 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> <ol 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.
1.1.2	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	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.)
1.1.1 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> <ol 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.
1.1.2	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 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	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. <ol style="list-style-type: none"> Use parallel structure.* 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. <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. 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. <ol style="list-style-type: none"> Write work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. 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. <ol style="list-style-type: none"> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
1.2.6	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Observe hyphenation conventions. 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. <ol style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed.

		b. Apply an understanding of syntax to the study of complex texts when reading.
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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

Standard	Description
N.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★
N.Q.2	Define appropriate quantities for the purpose of descriptive modeling. ★
N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★
G.CO.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.
G.CO.3	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself. <ul style="list-style-type: none"> a. Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes. b. Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.
G.CO.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
G.CO.9	Prove and apply theorems about lines and angles. <i>Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i>
G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★
G.GMD.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Science

None identified.