

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 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/96764268578?pwd=UFZLRVFFNEIiUGIsYk5ValQyNGpxUT09>

Meeting ID: 967 6426 8578

Passcode: 246322

PURPOSE

To evaluate the chapter's activities in the promotion of good health and safety habits in the shop, laboratory and on the job.

ELIGIBILITY

Up to three students from team will be interviewed. Each school may enter one high school single- and one multi-section entry and one college/postsecondary single- and one multi-section entry. The chapter(s) will organize a Health and Safety Committee with a chair and a secretary. The committee must involve at least five members.

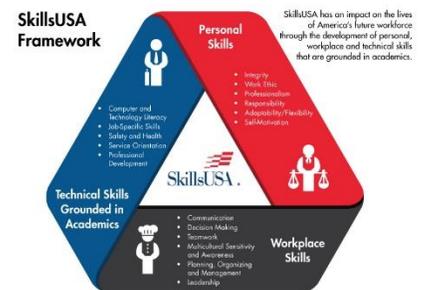
ORIENTATION

Orientation is at 10:00am. Contestants will be assigned a number/time for their interview. Orientation is for contestants only and is closed to advisors. Contest Times will be announced during Orientation. Judging begins directly after orientation.

CLOTHING REQUIREMENTS

Official SkillsUSA dress

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.
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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.
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Note: Contestants must wear their official contest clothing to the contest orientation meeting. Teams will be judged in official attire at the contestant briefing.

SPECIAL INFORMATION

- No smart watches or phones are permitted during the contest.
- **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
760 Morrison Rd. STE B
Gahanna OH 43230**

TOOLS PROVIDED BY CONTESTANTS

- One copy of a 1-page typed personal résumé
- Presentation for Interview

SCOPE OF THE CONTEST

Knowledge of Performance

This contest does not require a written test.

Contest Guidelines

1. Awards will be presented in two categories: single and multiple chapter. **Note:** A school may enter both categories of competition. All activities documented in the entry must reflect only the efforts of the students and advisor[s] of the section[s]. You may not take credit for school functions or projects conducted outside of SkillsUSA sponsorship.
 - a. "Single chapter" refers to a SkillsUSA chapter that represents one occupational area regardless of the number of members. Multiple-teacher departments with the same vocational classification will be recognized as a single chapter. (For example, a three- teacher cosmetology department would be entered as a single chapter; an Auto Service Technology I and Auto Service Technology II program would be a single chapter.) All work-based learning or coop/cooperative programs in a school will be considered one chapter.
 - b. "Multiple chapter" refers to an entry that represents more than one occupational program. (Example: a cosmetology program and a graphic arts program completing an entry together would be a multiple section.) There must be at least one member from each program on the Health and Safety Committee.
 - c. A single- or multiple-chapter entry must complete all categories in the contest.
2. The entry will:
 - a. Contain verification, proof or evidence of the activities represented. All articles and materials must be dated.
 - b. Be in an official SkillsUSA scrapbook from the SkillsUSA Store catalog. A 20-point deduction will result from the use of any other type of scrapbook or notebook. **Note:** Different pages may be substituted for pages supplied in the official SkillsUSA scrapbook, or the pages may be covered; however, both front and back covers must be used without alteration. Ten points will be deducted for alteration.
 - c. Contain no more than 75 sheets of paper the size of the official SkillsUSA scrapbook paper. Both surfaces of the 75 sheets may be filled for a maximum of 150 surfaces.
 - d. **Penalty:** Five points per surface (10 points per sheet of paper) will be deducted for exceeding this maximum. **Note:** A surface is only that material which can be pasted or glued to the basic 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. Laminated/plasticized pages are not allowed, as they are difficult to judge and make the books too thick. Books with laminated/plasticized pages will receive a 100-point penalty. **Note:** For books over 2 inches thick, it is suggested that bolts be used. Binder post screws tend to break in thick books.
3. The contest will consist of four health and/or safety projects conducted by a special Health and Safety Committee. **Note:** The committee cannot be referred to as the OSHA Committee. "OSHA" can only refer to the Occupational Health and Safety Administration.
4. The Health and Safety Committee must have a minimum of three members. Once the Health and Safety Committee is

appointed by the chapter president, the committee must document at least one regular meeting a month during the school year with Health and Safety Committee minutes that show the progress of the committee and its projects.

5. The entry will verify all activities from the time the Health and Safety Committee first meets, until all projects are completed. A single project may cover an entire school year, or it may be a short-term project. All articles and materials must be dated. All projects must be conducted within SkillsUSA sponsorship.
6. All photographs, news articles, announcements, official letters and other evidence that substantiate a project must be dated. Points will be awarded only for committee activities that were accomplished during the year in which a chapter enters. Use of news articles, pictures or other materials dated or acquired prior to that year may result in a points deduction.
7. The entry will be organized in the following sequence:
 - a. Title Page
 - 1) Name of school
 - 2) Name of state
 - 3) Names of the Health and Safety Committee members
 - 4) Names of all occupational programs involved in the Health and Safety Committee
 - 5) High school or postsecondary chapter
 - b. Table of contents with page numbers: The project category (see Project Categories section) or each project must be clearly identified in the table of contents. All pages of the notebook must be numbered including blank pages.
 - c. Calendar of events of all chapter activities including dates of Health and Safety Committee meetings
 - d. Introduction
 - 1) A description of how and why your chapter(s) decided that health and/or safety was to be included in the SkillsUSA chapter's yearly program of work.
 - 2) Documentation as to how the specific areas of health and/or safety were selected for emphasis.
 - e. Minutes of all official chapter business meetings that set the stage and gave direction or supported your projects *Note:* These are minutes of the SkillsUSA chapter that should include committee reports of the Health and Safety Committee. They are *not* Health and Safety Committee minutes.
 - f. Four health and/or safety projects

Project Categories

There must be a total of four occupational health and/or safety projects, which must be selected from the five categories listed below. Two projects may be selected from one category with at least three different categories used. Failure to cover at least three categories will result in disqualification. Each project must begin with a cover page that clearly identifies the project category selected from the five project categories.

1. **Shop/Laboratory Health and Safety Survey** The survey form in the technical standards may be used, or a customized survey prepared to fit a chapter's specific needs may be used. If a customized survey is used, it must be of industry quality. The survey may be one used by a local industry.
 - a. Describe all aspects of implementing the survey, including planning, conducting the survey, subsequent action and final reporting.
 - b. Describe any action taken because of identifying possible hazards as shown on the survey. Corrective action should be part of any survey.
 - c. A separate survey and description must be completed for each occupational area covered.
2. **Machine and Equipment Safety** Describe in detail the safety instruction provided in a selected shop/laboratory regarding the operation of all power machines and equipment as well as general safety instruction. Included in the description must be documentation of dates of all instructor classroom safety demonstrations, copies of classroom safety rules, listing of safety-related audiovisual materials shown in class and other pertinent information.
3. **Workplace Inspection**
 - a. Visit a workplace to learn firsthand the degree of health and safety measures provided by an employer to the employees or customers.
 - b. Compare the health and safety concepts taught in the classroom to those encountered in the workplace.
 - c. Describe in detail the planning, site visit and general observations regarding health and safety practiced at the workplace.
4. **Specialized Health and Safety Project**
 - a. Develop a health and/or safety project chosen from the following categories. Document all activities involved in the

project.

- 1) 10-hour OSHA Industry Credentialing (CareerSafe)
- 2) Safety in lifting and moving heavy objects
- 3) Heat stress
- 4) Occupational respiratory protection
- 5) Indoor air pollution safety
- 6) Personal protective equipment/Industrial protective clothing
- 7) Occupational vehicle driving
- 8) Plant/school building safety

5. **Other Industrial or Occupational Health and Safety Project** Other industrial or occupational health and safety concerns as identified by the chapter safety committee. The focus of any such project must be on industrial or occupational health and safety.

Project Criteria

Each project should be documented in such a way that it would tell a complete story if removed from the notebook. The documentation must cover the following items.

1. **Project Planning** Describe how interest was generated within your chapter for the specific safety project. Why was the project selected, or what was the need? Describe the steps the Health and Safety Committee followed to plan the project.
2. **Scope of Activities** Identify the committee members and all others who participated in the project. The amount of work and time that goes into a project will be considered when evaluating the project. All photographs, news articles, announcements, official letters and other evidence that substantiates the project should be included and dated.
3. **Committee Minutes** All Health and Safety Committee minutes related to the project should be included in each project. Minutes must follow the style set forth in the “Finalized Form of the Minutes” section in *Robert’s Rules of Order*. Only include committee minutes if they document discussion and planning of the specific project in which they are included. Duplicate minutes that discuss more than one project should appear in each project. One meeting each month is required once the Health and Safety Committee is appointed. Each project does not have to be discussed at each committee meeting. Minutes must be dated and signed.
4. **Results Achieved** Describe and document the full impact that the project had on individuals, schools, businesses, industry and the community in general as appropriate to the project. Report positive and negative (if any) outcomes of the project. Include any data collected.
5. **Layout/Presentation** Neatness, clarity, organization and presentation of material will be evaluated. Errors in spelling, punctuation and grammar will result in a reduction of points.
6. **Interview** Up to three students on the Health and Safety Committee whose names appear on the title page of the notebook will be interviewed by a panel of judges. The contestant(s) will be asked questions pertaining to the projects. Each student must submit a one-page, typewritten résumé to the national technical committee when the notebook is submitted.

Judging Criteria

Each project will be judged based on title page/table of contents, introduction, minutes, projects and interview. See the Rubric for Occupational Health & Safety 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.
1.1.4.	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).
1.1.6.	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.
1.2.1	Extract relevant, valid information from materials and cite sources of information.

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.
1.2.7.	Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
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.
1.4.6	Use an electronic database to access and create business and technical information.
1.12.1	Use Occupational Safety and Health Administration (OSHA) defined procedures for identifying employer and employee responsibilities, working in confined spaces, managing worker safety programs, using ground fault circuit interrupters (GFCIs), maintaining clearance and boundaries and labeling.
1.12.2	Interpret safety signs and symbols.
1.12.3	Interpret personal safety rights according to the employee Right to Know plan.
1.12.4	Describe how working under the influence of drugs and alcohol increases the risk of accident, lowers productivity, raises insurance costs and reduces profits.
1.12.5	Identify the location of emergency flush showers, eyewash fountains, Safety Data Sheets (SDSs), fire alarms and exits.
1.12.6	Identify procedures for the handling, storage and disposal of hazardous materials.
1.12.7	Select, use, store, maintain and dispose of personal protective equipment (PPE), appropriate to job tasks, conditions and materials.
1.12.8	Identify safety hazards and take corrective measures.
1.12.9	Identify, inspect and use safety equipment appropriate for the task.
1.12.10	Follow established procedures for the administration of first aid and contact emergency medical personnel when necessary.
1.12.11	Set up for ergonomic workflow.
1.12.12	Apply inspection, rejection criteria, hitch configurations and load handling practices to slings and rigging hardware.
1.12.13	Demonstrate the proper use of American National Standards Institute (ANSI) hand signals.
1.12.14	Identify the source of electrical hazards and use shutdown and established lock-out/tag-out procedures.
1.12.15	Select and operate fire extinguishers based on the class of fire.
1.12.16	Describe the interactions of incompatible substances when measuring and mixing chemicals.
1.12.17	Identify symptoms of exposure to health-threatening environments (e.g., temperature; chemical noise, vibration, harshness [NVH] hazards).

Ohio Academic Standards

English Language Arts

Reading for Literature

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.12.3	RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1.12.3	RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Reading for Informational Text

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.1 1.12.1	RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1.1.7	RI.9-10.2	Analyze informational text development. <ul style="list-style-type: none"> a. 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 b. 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.
1.2.1 1.12.1	RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
1.1.7	RI.11-12.2	Analyze informational text development. <ul style="list-style-type: none"> a. 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. b. 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
1.1.4 1.12.4 1.12.16	W.9-10.1	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 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	W.9-10.2	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 information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting b. (e.g., headings),

		<p>graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.</p> <ul style="list-style-type: none"> 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.
1.12.6 1.12.14 1.12.16 1.12.17	W.9-10-7	
1.2.1	W.9-10-8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
1.1.4 1.12.4 1.12.16	W.11-12.1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <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	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.

		<ul style="list-style-type: none"> 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 1.12.6 1.12.14 1.12.16 1.12.17	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.
1.2.1	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking and Listening

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.1 1.1.3 1.1.6 1.2.5 1.2.7 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	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 1.1.3 1.1.6 1.2.5 1.2.7 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.
1.1.7	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 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. <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, Turabian's <i>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
1.12.10	RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
1.12.10	RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
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.