

The Successories Competitive Event is a State Event conducted at the NJ FCCLA State Leadership Conference. It is an ***individual*** event in which students design and construct a project representative of a specified accessory category identified by the State Executive Council. Participants are judged on quality of construction, creativity, documentation, and presentation. For the 2022 State Leadership Conference, the accessory category is a **tote bag**.

NEW JERSEY CORE CURRICULUM STANDARDS

- NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 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.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- 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.
- WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 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.
- 4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.
- 7.G.A.2 Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills
- 9.2.8.CAP.9: Analyze how a variety of activities related to career impacts postsecondary options
- 9.2.8.CAP.18 Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
- 9.4.8.CI.3 Examine challenges that may exist in the adoption of new ideas
- 9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries.
- 9.4.12.CI.1 Demonstrate the ability to reflect , analyze, and use creative skills and ideas.
- 9.4.12.CI.2 Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
- 9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.8.CT.2 Develop multiple solutions to a problem and evaluate short-and long-term effects to determine the most plausible option.

- 9.4.8.CT.4 Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.12.CT.1 Identify problem solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking.
- 9.4.12.CT.4 Participate in online strategies and planning sessions for course-based, school-based, or another project and determined strategies that contribute to effective outcomes.
- 9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
- 9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.12 Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13 Identify the impact of the creator on the content production, and delivery of information.
- 9.4.8.TL.5 Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.GCA.1 Model how to navigate cultural difference with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

CAREER READY PRACTICES

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in a team while using global competence.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 16.2.2 Evaluate the performance characteristics of textile fibers and fabrics.
- 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, and maintenance of disposal or recycling of products.
- 16.2.5 Demonstrate appropriate procedures for care disposal or recycling of textile products.
- 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.
- 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel.
- 16.3.8 Evaluate the impact of history of design and designers, arts and culture, and trend setter on textile, fashion, and apparel.
- 16.4.1 Demonstrate professional skills in using traditional and technologically innovative equipment, tools and supplies in textiles, fashion, and apparel construction, alteration, repair and recycling.
- 16.4.4 Analyze the current technology, trends, and innovations that facilitate design, and production of textiles, fashion and apparel.
- 16.4.5 Demonstrate basic skills for the production, alteration, repair and recycling of textiles, fashion and apparel

EVENT CATEGORY

- Junior:** Participants in grades 6-8
Senior: Participants in a comprehensive program in grades 9 -12
Occupational: Participants in an occupational program grades 9 -12

ELIGIBILITY

1. A chapter may enter one (1) entry for every twelve (12) affiliated FCCLA members with a maximum of two (2) entries in each event category.
2. An entry is defined as one (1) participant.
3. An event category is determined by the participant's grade in school and type of Family and Consumer Sciences program.
4. Participation is open to any affiliated FCCLA member.

REGULATIONS

1. Each participant will create an entry that is representative of the specific accessory category that is identified by the State Executive Council. The entry may be created from a commercial pattern, an original design, or a combination of both forms. For the 2022 State Leadership Conference, the accessory category is a **Tote bag** that addresses the climate issue and the ban on single use plastic bags.
2. The project must be constructed by the participant only.
3. Each participant will be required to focus the project on the specific accessory category of a **tote bag**.
 - The entry can be constructed from any materials such as fabric, beads, yarn etc.
 - ***The use of prefabricated items is prohibited and will result in disqualification.***
4. The participant may creatively use fabrics, trims, ribbon, binding, buttons, fabric paints, appliqués, yarns, and other appropriate notions in the completion and decoration of the project.
5. Although, this is an in-person event, each entry will have both a "hard copy" and a digital folder. An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.
6. Each entry must submit a digital file (in addition to the "hard copy" requirements) with the following information:
 - A. A typed Project Identification Page
 - Participant's Name
 - School Name
 - Chapter Name
 - Event Name (Successories)
 - Event Category
 - Project Title
 - A brief description of the project (up to 50 words)
 - 5 digital pictures of the project. One full page picture of the entire project and 4 close-up pictures highlighting the features of the project.
 - B. A Photo 'Storyboard'
 - C. A Material Profile (this digital copy can be a scan or photo of hard copy document)
 - D. A two (2)-page Research Paper
 - E. A Works Cited Page

7. Each participant must submit a file folder with the project at the designated set up time at the beginning of the State Leadership Conference (see the conference program for the exact time and location). Each participant will submit one (1) letter-sized file folder that contains one stapled set of the following materials:
 - B. A typed Project Identification Page
 - Participant's Name
 - School Name
 - Chapter Name
 - Event Name (Successories)
 - Event Category
 - Project Title
 - A brief description of the project (up to 50 words)
 - B. A Photo 'Storyboard'
 - C. A Material Profile
 - D. A two (2)-page Research Paper
 - E. A Works Cited Page
8. The folder must be labeled on the front cover, upper left corner as follows:
 - A. Participant's Name
 - B. School Name
 - C. Chapter Name
 - D. Event Name (Successories)
 - E. Event Category
 - F. Project Title
9. Each participant must set up the project with their file folder and information card during the designated time period at the beginning of the State Leadership Conference. The information card will be a typed three (3)-by-five (5) inch index card pinned to the front of the project containing the following information:
 - A. Participant's Name
 - B. School Name
 - C. Chapter Name
 - D. Event Name (Successories)
 - E. Event Category
 - F. Project Title
 - G. A brief description of the project (up to 50 words)
10. Each participant will be required to make a three (3) to five (5) minute oral presentation to discuss construction techniques, design development, machine- and hand-sewing techniques, etc.
11. After the judging process has been completed, the projects will be displayed. Each entry must be claimed and removed at the designated time and place specified in the conference program.
12. See GENERAL INFORMATION AND RULES of the Competitive Event guidelines.

SUCCESSORIES SPECIFICATIONS

File Folder

Each entry must submit at registration one (1) letter-sized file folder containing one stapled sets of the materials listed below. The file folder must be labeled on the front cover, upper left corner as follows:

- Participant Name
- School Name
- Chapter Name
- Event Name (Successories)
- Event Category
- Project Title

Project Identification Page	One 8½” x 11” page on plain paper, participant must include name, school, chapter name, event name, event category, project title, & description of project including type of accessory and materials used (up to 50 words).
Photo ‘Storyboard’	A ‘storyboard’ of <u>photos</u> telling the story of the project’s construction should be prepared front side only on one to two 8½” x 11” sheets of paper.
Material Profile Page	A Material Profile Page should be prepared front side only on one 8½” x 11” sheet of paper. The material profile should contain appropriate fabric and fiber swatches used to make the project and all available information about fabric content and type – construction, finishes, properties, performance and care. Information about other materials besides fabric should also be included.
Research Paper	Two 8½” x 11” pages on plain paper, participant must prepare a research paper focusing on one (1) of the following topics: the history of the accessory category, a specific accessory designer, a specific accessory company, the impact accessories have on the fashion industry, or marketing techniques that showcase this accessory category.
Works Cited Page	List of all the resources used to complete the research project.

Project Evaluation

Each participant should construct and present an accessory project, a **TOTE BAG**.

Creativity	Imaginative design and effective use of materials and notions.
Effective Design	“Form follows function,” project is functional and attractive.
Degree of Difficulty	The degree of difficulty should reflect the skills and talents of the participant, with calculated risk. The participant should create a product that is challenging at his/her individual skill level.
Quality of Finishing Details	The raw edges of the project are finished, neat, and clean.
Overall Quality of Construction	The project should be well-made, using techniques that reflect industry standards. All product elements culminate in a visually appealing product.

Oral Presentation

The oral presentation should be no shorter than three (3) minutes and may not exceed five (5) minutes; it is delivered to evaluators. The presentation should be organized to include the highlights of the design and creation of the project. The evaluators will ask the participant questions relevant to the project.

Presentation of Process and Project	Presentation should discuss the selection of fabrics, colors trims and notions, the design of accessory, construction techniques, knowledge learned through research, technology used, and unique details. Explain how this project addresses the issue associated with the ban on single use plastic bags.
Presentation Skills	Participants should speak clearly with appropriate grammar, terminology, pitch, tempo, volume, body language, and appropriate handling of notes if used.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding subject matter.

SUCCESSORIES RATING SHEET

Name _____ School _____

Check one event category: _____ Junior _____ Senior _____ Occupational

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
FILE FOLDER							
Photo Storyboard	0-2	3-4	5-6	7-8	9-10		
Material Profile Page	0-1	2	3	4	5		
Research Paper (including content, spelling, and grammar)	0-2	3-4	5-6	7-8	9-10		
Works Cited Page	0-1	2	3	4	5		
PROJECT EVALUATION							
Creativity: Imaginative design and effective use of materials and notions	0-2	3-4	5-6	7-8	9-10		
Effective Design: "Form follows function"; Project is functional and attractive. Project effective in replacing single use plastic bags.	0-2	3-4	5-6	7-8	9-10		
Degree of Difficulty: Challenge and difficulty of design and construction	0-2	3-4	5-6	7-8	9-10		
Quality of Finishing Details: Raw edges are finished, neat and clean.	0-1	2	3	4	5		
Overall Quality of Construction: Well-Made, uses industry standards, visually appealing	0-3	4-6	7-9	10-12	13-15		
ORAL PRESENTATION							
Presentation of the Project: Discussion of required elements and how the bag impacts climate change.	0-2	3-4	5-6	7-8	9-10		
Presentation Skills - speaks clearly with appropriate grammar, terminology, pitch, tempo, volume and appropriate handling of notes	0-1	2	3	4	5		
Responses to Evaluators' Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78