

**“Apps” in Education**, an *individual* event or *team* event, conducted virtually prior to the NJ FCCLA Fall Leadership Connection that recognizes participants for their ability to research, evaluate and compare two applications (apps) to create a lesson plan that will be applied to an educational setting in an FCS or CTE program. In this technology world, this competitive event is designed to maximize the use of technology to benefit the classroom setting. Members will compare the apps, write a lesson plan and apply what they have learned to an FCS or CTE program to then demonstrate their findings to evaluators.

**NEW JERSEY CORE CURRICULUM STANDARDS**

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.
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
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.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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.
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests appropriate to jobs and careers to maximize career potential.
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills
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.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
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 and problem-solving.
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.

- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 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.
- 9.3.12.ED.2 Demonstrate effective oral, written, and multi-media communication in multiple formats and context.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization’s objectives
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-TT.4 Identify materials and resourced needed to support instructional plans.

### **CAREER READY PRACTICES**

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Use technology to enhance productivity.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Work productively in a team while using global competence.

### **NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION**

- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.2.4 Analyze the abilities and needs of children and their effects on children’s growth and development.
- 4.2.5 Analyze strategies that promote children’s growth and development.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.

### **EVENT CATEGORIES**

**Junior:** grades 6-8

**Senior:** Participants in a comprehensive program in grades 9 – 12

**Occupational:** Participants in an occupational program in grades 9 – 12

### **ELIGIBILITY**

1. Participation is open to any affiliated FCCLA member. Affiliation for each participant must be submitted by October 29, 2021
2. A chapter may submit a maximum of three (3) participants per event category.
3. An entry is defined as one (1) participant or one team of three (3) participants.
4. An event category is determined by the participant’s grade in school and type of Family and Consumer Sciences program.

**PROCEDURES & TIME REQUIREMENTS**

1. Participant(s) must be registered and attend the 2021 NJ FCCLA hybrid Fall Leadership Connection.
2. Each entry will have an assigned electronic folder to submit their project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 2, 2021**, and privacy settings must be viewable to anyone with the link.
3. The electronic folder must be labeled and include the following:
  - Project Identification Document
    - Name of Participant(s)
    - School
    - Chapter Name
    - Event Name (Apps in Education)
    - Event Category
  - Link to the YouTube Video Presentation
  - Lesson Plan
  - App Comparison Chart
  - Works Cited
4. Participants must create a video that can be a maximum of 5 minutes. They must present an explanation of the apps they compared, what app was used and why it was the best choice for the lesson, a detailed description of the lesson plan and how the app was used in the activity and if it met the learning objectives of the FCS or CTE course. Visuals must be used in the presentation.
5. The video presentation must be uploaded to YouTube by **November 2, 2021**, with its privacy settings set to “Unlisted” When the video is published on YouTube, it must be titled, and the description box must include:
  - Participant(s) Name(s)
  - Chapter Name
  - School
  - Event Name (Apps in Education)
  - Event Category
6. Participants must use the Apps in Education Comparison Chart to research and compare two different apps that may be used for the activity in the lesson. When creating a lesson, it is important to search for the best option as not all apps offer the same features. In order to meet the learning objectives, participants will have to decide which of the two apps will be most effective in the lesson. Comparison Chart must not exceed two pages.
7. The template is provided for the lesson plan. Participant must create a cohesive and well written lesson plan for a lesson in an FCS or CTE program. Participant must clearly explain all required parts of the plan. Lesson Plan must not exceed two pages.
8. Participant must complete a works cited page for the resources for reference.

**APPS IN EDUCATION SPECIFICATIONS**

### Digital File Folder

Each entry will have an assigned electronic folder to submit their project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All documents in the folder must be labeled and submitted by **November 2, 2021**, and privacy settings must be viewable to anyone with the link.

Project Identification Page	One document that must include participant(s) name(s), school, chapter name, event name, event category
Lesson Plan	Using the template provided, not to exceed two pages, create a detailed lesson plan for the effective use of this “app” in a classroom setting.
Application Comparison Chart	Use the criteria provided to compare and evaluate two applications that could be used for the same activity in a lesson and then determine which app would prove to be most effective.
Video Presentation	Participants must prepare a video that explains the selected apps, the comparison, details the activity in the lesson and which app was the better selection for the lesson. The video cannot exceed 5 minutes. Video privacy settings must be set to “Unlisted.”
Works Cited	Lesson plan should include the work cited for references.

### Video Presentation

The video presentation **may be up to five (5) minutes** in length. The presentation should demonstrate how a teacher would use the application in a Family & Consumer Sciences or CTE course and the process of researching and comparing the apps to meet the learning objectives. The video must be submitted in the assigned folder and viewable to the New Jersey FCCLA State Office by **November 2, 2021**.

Introduction	Presenters should introduce themselves, their project goals and the content area their app represents.
Overview of the “Apps”	Describe the two apps, their purposes and how they will engage students in the lesson.
Discuss the lesson plan	Summarize the lesson and activity. How will the app enhance the learning in the FCS or CTE program?
Reflection/Conclusion	Explain what was learned through this process and reflect on the outcome of using the app in the lesson. Did it meet the learning objectives?
Organization/Delivery	Deliver oral presentation in an organized, sequential manner as outlined.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of visuals and notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.

## **“Apps” in Education Comparison Chart** (no more than 2 pages)

	<b>APP #1</b>	<b>APP #2</b>
What is the name of the app?		
What is the purpose of this app?		
Describe the purpose and use of the app in an FCS or CTE course.		
What is the cost of app?		
Is the app easily accessible? Available on different devices?		
What are the strengths of this app?		
What areas need improvement?		
Are there are any modifications for educational use?		
Which app would you choose for this lesson? Describe why it's the better choice.		
Describe any challenges that you might have experienced in this lesson that you would have to plan for “next time.”		
What was the most important lesson you learned from this project?		
How does this app enhance your lesson?		
Besides apps, what ways can technology enhance education?		

**Lesson Plan Template (no more than 2 pages)**

<b>Course:</b>	<b>Unit:</b>	
<b>Topic:</b>	<b>Grade Level:</b>	
<b>Lesson Objectives:</b>		
<b>Introduction:</b>		
<b>Activity:</b>	<b>Resources/Materials:</b>	
<b>Wrap Up/Closure:</b>		
<b>Assessment:</b>		
<b>Notes:</b>		

## APPS IN EDUCATION RATING SHEET

Name: \_\_\_\_\_ School: \_\_\_\_\_

Check One Event Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Occupational

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
<b>DIGITAL FILE</b>							
Required materials were thorough and easy to access	0-2	3-4	5-6	7-8	9-10		
Clear connection to FCS and CTE Education	0-2	3-4	5-6	7-8	9-10		
Clearly explained and compared the two apps.	0-2	3-4	5-6	7-8	9-10		
Work cited	0-1	2	3	4	5		
<b>VIDEO</b>							
Introduction of Lesson	0-1	2	3	4	5		
Engaging Use of App.	0-2	3-4	5-6	7-8	9-10		
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Voice and Body Language Grammar and Pronunciation	0-1	2	3	4	5		
<b>LESSON PLAN</b>							
Cohesive Lesson in that all sections of lesson plan lead back to the learning objectives	0-2	3-4	5-6	7-8	9-10		
Effective & Creative Use of App in lesson	0-2	3-4	5-6	7-8	9-10		
Well Written lesson plan-Thorough and Relevant	0-2	3-4	5-6	7-8	9-10		
Lesson is Age Appropriate	0-1	2	3	4	5		

**TOTAL SCORE:** \_\_\_\_\_

**Verification of Total Score (please initial):**

Evaluator \_\_\_\_\_

Lead Consultant \_\_\_\_\_

**Circle Rating Achieved:**

Gold: 90-100

Silver: 79-89

Bronze: 70-78