The *Circle Time Competitive Event* is a State Event conducted virtually prior to the NJ FCCLA Fall Leadership Connection. It is an **individual** or **team** event that encourages participants to create an effective "Circle Time" by planning a variety of age-appropriate preschool activities. Participant must create a weekly plan, a daily lesson plan, and a video teaching one part of the daily lesson plan.

<u>NEW JERSEY CORE CURRICULUM STANDARDS</u>

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 to appropriate 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

9.2.12.CAP.2   Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

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.

9.4.8.IML.12   Use relevant tools to produce, publish and deliver information supported with evidence for an authentic audience.

9.4.12.IML.3   Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.12.IML.8   Evaluate media sources for point of view, bias, and motivations.

1.2.12acc.Cr1b   Organize and design artistic ideas for media arts productions.

1.2.12prof.Cn10 Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences

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.1   Use foundational knowledge in subject matter to plan and prepare effective instruction and design courses or programs.

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: Participants in 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(s). Affiliation for each participant must be submitted by October 29, 2021.
2. A chapter may enter two (2) entries in each event category for this event.
3. An entry is defined as one (1) individual participant or one (1) team of no more than 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 & REGULATIONS
1. The Virtual Circle Time project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participant(s) directly coordinate the information into the content of their project and the resources are cited appropriately.

2. Participant(s) will compile a weekly plan for Circle Time in a preschool classroom serving 3 to 4-year-old students. The weekly plan should begin each day with a greeting and flag salute. The participants may include content beyond the "basics" to include social emotional experiences and celebrating diversity. The weekly lesson plan is like a unit plan in that it shows the progression of activities. For example, if the content area is the alphabet, then each day would focus on a different letter and maybe Friday could be the review of the preceding 4 days. As the teacher you must decide on the remaining topics and complete the weekly unit plan.

3. The participant(s) must then select one day of the weekly circle time and create a Daily Lesson Plan that is detailed. The participants must create a lesson plan that is in detail for 5 content areas to be presented in Circle Time. The **greeting** is a required part of the daily lesson plan. There is one extra block in the lesson plan template that is available if the "teacher(s)" wish to add additional information. The blocks that are labeled must include information.
   - Objective- What will the children learn or know after the lesson
   - Developmental areas - How do your activities in circle time meet developmental areas for young children? Include developmental areas.
   - What learning strategies will meet learning styles of 3-4-year-old children.
   - Step by step instructions- Directions are detailed and in order of presentation
   - Reference page- cite where you found all your information and resources for the lesson.

4. Collectively the planned activities should stimulate cognitive development, motor skills, social skills, and emotional development. These four (4) areas of development can be addressed through the use of diverse learning styles.

5. Participants must create a video that can be a maximum of 5 minutes. They must present the greeting and one additional content lesson of their daily lesson plan. Visuals must be used in the presentation.

6. 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 (Virtual Read Aloud)
   - Event Category

7. Each entry will have an assigned 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.

8. The electronic folder must be labeled and include the following:
   - Project Identification Document
     - Name of Participant(s)
     - School
     - Chapter Name
     - Event Name (Virtual Circle Time)
     - Event Category
   - Link to the YouTube Video Presentation
   - Weekly Lesson Plan Form
   - Daily Lesson Plan Form
   - Works Cited

9. Participant(s) must be registered and attend the hybrid NJ FCCLA Fall Leadership Connection to participate in this event.

CIRCLE TIME SPECIFICATIONS

Digital File Folder

Each entry will submit one (1) digital file folder containing the following documents scanned and saved or saved as a pdf.

Project Identification Page	One document that must include participant(s) name(s), school, chapter name, event name, event category
Weekly Lesson Plan	Using the format provided create provide a weeklong plan for circle time. Include concepts that support the classroom theme for the week. This is and organizational tool and does not need to be overly detailed.
Daily Lesson Plan	Using one document that is 5 pages long, create a detailed daily lesson plan for circle time addressing developmental needs and multiple learning styles.
Video Presentation	Participants must prepare a video that included the daily greeting and one content area from the daily lesson plan. The video cannot exceed 5 minutes. Video privacy settings must be set to "Unlisted."
Works Cited	Each 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 will open Circle Time and present a lesson that is developmentally appropriate, grasp the attention of children, and stimulates student learning.

Greeting	Use creative methods used capture children's attention.
Knowledge of Subject and developmental level	Knowledgeable about information presented. Appropriate information for the developmental level of children
Use of appropriate visuals	Visuals are attractive and support learning
Creative application of teaching strategies	Participants employ appropriate and stimulating learning strategies
Closing the lesson	Summarize major points and check for understanding.
Length of lesson Organization/Delivery	Lesson is an appropriate length for children. It is well organized and sequential.
Voice, Body Language/Clothing Choice	Speak clearly with appropriate pitch, tempo and volume. Use appropriate body language including gestures, posture, and appropriate handling of *visuals*. Wear appropriate clothing the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.

Weekly ...Circle Time Lesson Plan

Time	Dates	Monday	Tuesday	Wednesday	Thursday	Friday
	Theme:					
	Greeting Flag Salute					

Daily Lesson Plan

Theme			Date	
Setting for Circle Time				
Content area **Greeting** _____ **Time Needed**	**Step by Step instruction**		**Resources/Materials**	**Developmental Needs**
Objective(s)			**Strategies to engage 3-4-year-old**	**Vocabulary**
References				
Notes				

Content area	Step by Step instruction	Resources/Materials	Developmental Needs
Time Needed			
Objective(s)		Strategies to engage 3-4-year-old	Vocabulary
References			
Notes			

                                                                STATE COMPETITIVE EVENT

Content area	Step by Step instruction	Resources/Materials	Developmental Needs
Time Needed			
Objective(s)		Strategies to engage 3-4-year-old	Vocabulary
References			
Notes			

Content area Time Needed	Step by Step instruction	Resources/Materials	Developmental Needs
Objective(s)		Strategies to engage 3-4-year-old	Vocabulary
References			
Notes			

Content area _____ Time Needed	Step by Step instruction	Resources/Materials	Developmental Needs
Objective(s)		Strategies to engage 3-4-year-old	Vocabulary
References			
Notes			

CIRCLE TIME RATING SHEET

Name(s): _____   **School:** _____

Check One Event Category: _____ **Junior**   _____ **Senior**   _____ **Occupational**

Write the appropriate rating under the "SCORE" column. Points given may range between 0 and maximum number indicated. Where information is missing, assign a score of 0. Total the points and enter under "TOTAL SCORE."

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
LESSON PLANS							
Weekly Lesson Plan	0-2	3-4	5-6	7-8	9-10		
Daily Lesson Plan #1 Greeting	0-1	2	3	4	5		
Daily Lesson Plan #2	0-1	2	3	4	5		
Daily Lesson Plan #3	0-1	2	3	4	5		
Daily Lesson Plan #4	0-1	2	3	4	5		
Daily Lesson Plan #5	0-1	2	3	4	5		
Lesson Plans provide clear and age-appropriate Objectives	0-2	3-4	5-6	7-8	9-10		
Lesson Plans address diverse developmental area	0-2	3-4	5-6	7-8	9-10		
Lesson plans include multiple and interesting strategies	0-2	3-4	5-6	7-8	9-10		
Works Cited	0-1	2	3	4	5		
VIDEO							
Greeting Sets the tone and grabs attention	0-1	2	3	4	5		
Developmentally engaging with appropriate strategies	0-1	2	3	4	5		
Visuals Appropriate, attractive and supports the lesson	0-2	3-4	5-6	7-8	9-10		
Closing Length is suitable Check for understanding	0-1	2	3	4	5		
Voice, Body Language/Clothing Choice Grammar / Word Usage / Pronunciation	0-1	2	3	4	5		

TOTAL SCORE: _____

Verification of Total Score (please initial):

Evaluator   _____

Circle Rating Achieved: Lead Consultant   _____

Gold: 90-100   Silver: 79-89   Bronze: 70- 78