The Tune into FCCLA Competitive Event is a State Event conducted prior to the NJ FCCLA Fall Leadership Connection. It is an ***individual*** or ***team*** event that allows participants to develop a public service announcement video to raise awareness about **Social Justice and Equity**.

NEW JERSEY CORE CURRICULUM STANDARDS

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.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.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
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.11-12.2	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.
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.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
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.
9.4.12.CT.2	Participate in online strategy and planning session for course-bases, school-based, por other projects and determine the strategies that contribute to effective outcomes.

9.4.12.DC.1 Explain the beneficial and harmful effects the 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

9.4.12.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.

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.
- ✓ Consider the environmental, social, and economic impacts of decisions.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Plan education and career paths aligned to personal goals.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using global competence.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

4.3 Select goals/valued ends to resolve a particular concern.
4.4 Establish standards for choosing responsible action to address a particular concern.
4.6 Generate reasonable actions for reaching goals/valued ends for a particular concern.
1.2.1 Analyze the potential career choices to determine the knowledge, skills, and attitudes associated with each career.
13.3.2 Demonstrate verbal and non-verbal behaviors and attitudes that contribute to effective communication.
13.3.6 Analyze the effects of communication technology in family, work, and community settings.
13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

EVENT CATEGORIES

Junior: Participants in grades 6-8
Senior: Comprehensive participants in grades 9-12
Occupational: Participants in an occupational program in grades 9-12

ELIGIBILITY

1. Participation is open to any affiliated FCCLA school. Affiliation must be submitted by **November 1, 2022.**
2. A chapter may enter **one (1) entry** 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 a member's grade in school and type of Family and Consumer Sciences program.

****PLEASE NOTE** To be eligible for this event, the submission deadlines and instructions must be followed exactly. Failure to do so, may result in points deducted and/or disqualification.**

1. 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 9, 2022**, and privacy settings must be viewable to anyone with the link.

2. The following materials must be included in the digital project folder and labeled:
   - A **Project Identification Page**
   - A **Planning Process Sheet** (found on the NJ FCCLA website, www.njfccla.org)
   - A **Project Outline** (See the format provided)
   - A **Link** to the Tune Into FCCLA video
   - A **Story Board** (See the format provided)
   - A **Works Cited/Bibliography**

3. The Project Identification Page should include:
   - Name(s) of Participant(s)
   - School
   - Chapter Name
   - Event Name (Tune Into FCCLA)
   - Event Category
   - Project Title

4. A school's Tune Into FCCLA video entry must:
   A. be 45-90 seconds in length
   B. use home or school video equipment.
   C. utilize interaction among various media and technologies.
   D. be planned, conducted, and edited by the participant(s) only.

5. The video must be uploaded to YouTube by **November 9, 2022,** with its privacy settings set to "Unlisted." If this step is missed, it may result in points deducted and/or disqualification. The description of the video must include:
   - Participant(s) Name(s)
   - School
   - Chapter Name
   - Event Name (Tune into FCCLA)
   - Event Category
   - Video Title

6. Participant(s) must refrain from using name(s) and other personal identifying information in the video recording.

7. Participant(s) are restricted from using copyrighted music without written permission/consent from the copyright owner.

8. Participant(s) must focus the public service announcement video on raising awareness about **Social Justice and Equity**. The video project should be utilized to:
   A. raise awareness
   B. encourage teens to become educated on topic
   C. advocate

9. All submitted projects become property of New Jersey FCCLA and may be presented at the State Leadership Conference.

10. Participant(s) must be registered and attend the current year's NJ FCCLA Fall Leadership Connection to participate in this event.

TUNE INTO FCCLA SPECIFICATIONS

Digital File
Participant(s) will submit their project materials in a digital assigned folder 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 9, 2022,** and privacy settings must be viewable to anyone with the link.

Project Identification page	One 8 ½ x 11" plain document. Must include the following information: Name(s) of Participant(s), School, Chapter Name, Event Name (Tune Into FCCLA), Event Category and Project Title.
Planning Process Sheet	Explain how each step of the Planning Process was used to plan and create each aspect of the movie.
Project Outline	Outline the project in no more than two (2) document pages. Use the format provided.
Story Board	Create a storyboard for your video before you begin filming. A storyboard is a visual representation of the different shots (shot sketches) in the order they will appear in the finished work, and includes compositional information (close up, pan, wide shot, etc.), as well as audio (where the narration comes in, or if there is music over the shot). Your drawings can be simple stick figures. Be specific and summarize the elements of the story and production of the project. Story Board should not exceed two (2) pages.
Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*. Works Cited should not exceed one (1) page.

Video
Create a public service announcement video to raise awareness about **Social Justice and Equity**.

Format	The format for the video must be YouTube compatible.
Length of Time	The video should be 45-90 seconds in length.
YouTube Upload	Each YouTube must be private and identified by the following information: participant(s) name(s), chapter name, school, event name (Tune into FCCLA), event category and video title. Privacy settings set to "Unlisted."
Message	The public service announcement video should focus on raising awareness about **Social Justice and Equity**. The video project should be utilized to raise awareness; encourage teens to become educated on the topic; and advocate. The PSA video should be creative with a clear and powerful message.
Image	The video must accurately convey the image of FCCLA as a youth leadership organization. Take into consideration appropriate attire, body language and environment.
Production Quality	The video should be of high quality in terms of all production and editing elements.

Project Outline

(not to exceed two pages)

Target Audience

Who do you want to reach with the PSA? Why is this audience the focus of your project?

PSA Message

Identify the message/theme of the PSA. What do you want the viewer to understand?

Action Step

What is the call to action? What do you want the viewer to do? How can the viewer help solve the problem?

Significance of Issue

Why is the issue important?

Issue Research

Provide facts, statistics, and other research about the issue of concern.

Story Board

(not to exceed two pages)

1. Audio: Visual: Description:	2. Audio: Visual: Description:	3. Audio: Visual: Description:
4. Audio: Visual: Description:	5. Audio: Visual: Description:	6. Audio: Visual: Description:
7. Audio: Visual: Description:	8. Audio: Visual: Description:	9. Audio: Visual: Description:

TUNE INTO FCCLA RATING SHEET

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
DIGITAL FILE							
Complete and thorough Planning Process Sheet	0-2	3-4	5-6	7-8	9-10		
Complete and thorough Project Outline	0-2	3-4	5-6	7-8	9-10		
Complete and thorough Story Board	0-2	3-4	5-6	7-8	9-10		
Complete and thorough Works Cited/Bibliography	0-1	2	3	4	5		
Use of correct terminology, techniques, vocabulary, and grammar	0-1	2	3	4	5		
VIDEO							
Creativity of video presentation	0-3	4-6	7-9	10-12	13-15		
Message is clear and powerful	0-2	3-4	5-6	7-8	9-10		
Call to Action for the Audience is clear and specific	0-2	3-4	5-6	7-8	9-10		
Utilizes various technologies interacting for a common result	0-1	2	3	4	5		
Appropriate language, grammar and sentence structure	0-1	2	3	4	5		
Appropriate image, attire, body language and environment	0-1	2	3	4	5		
Production quality: picture, sound, and editing	0-2	3-4	5-6	7-8	9-10		

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