

The Food Fascination is a State Competitive Event conducted prior to the NJ FCCLA Fall Leadership Conference. It is an **individual** or **team** event that promotes a fact-based examination that explains a food science problem, challenge or mystery in the areas of food preparation, food cultivation, food sustainability and/or food consumption.

**NEW JERSEY CORE CURRICULUM STANDARDS**

- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 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.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1c 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.
- 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.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 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.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.
- 9.4.12.CI.3 Investigate new challenges / opportunities for personal growth, advancement, and transition.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 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.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.
- 9.3.HT.RFB.4 Demonstrate leadership qualities and collaboration with others.
- 9.3.HT.RFB.2 Demonstrate safety and sanitation procedures in food and beverage facilities.

### **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.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Work productively in teams while using cultural global competence.

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

- 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.
- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 14.4.1 Analyze conditions and practices that promote safe food handling.

### **EVENT CATEGORIES**

**Junior:** Participants in grades 6-8

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

**Occupational:** Participants in grades 9-12 who have an occupational and career focused program.

**\*\*\* The Event Categories are subject to change depending on the number of entries.**

### **ELIGIBILITY**

1. Participation is open to any affiliated FCCLA chapter. Affiliation must be submitted by October 29, 2021.
2. Each chapter may submit two (2) entries in each event category.
3. An entry is defined as one (1) individual participant or (1) team of no more than three (3) participants.
4. An event category is determined by a participant's grade in school and type of Family and Consumer Sciences program.

### **PROCEDURES & REGULATIONS**

1. Participant will probe the challenges or "mysteries" related to food preparation, food cultivation, food sustainability and/or food consumption. An example is how corn kernels become popcorn.
2. Participants will create an informational food-based mystery video to show the mystery in action. The video may live action or stop animation or a combination.

3. 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.
4. The following materials must be included in the electronic project folder and labeled:
  - A **Project Identification page**
  - A **Planning Process Sheet** (found on the NJ FCCLA website, [www.njfccla.org](http://www.njfccla.org))
  - A **Project Outline** (See the format provided) (not to exceed 2 pages)
  - A **Link** to the Food Fascination Video
  - A **Story Board** (See the format provided)
  - A **Works Cited/Bibliography**
5. The Project Identification Sheet should include:
  - Name(s) of Participant(s)
  - School
  - Chapter Name
  - Event Name (Food Fascination)
  - Event Category
  - Project Title
6. The Food Fascination video entry must be:
  - A. a maximum of three (3) minutes
  - 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.
7. The video must be uploaded to YouTube by **November 2, 2021** 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)
  - Chapter Name
  - School
  - Event Name (Food Fascination)
  - Event Category
8. Participant(s) are restricted from using copyrighted music without written permission/consent from the copyright owner.
9. In submitting this video, participants give NJ FCCLA the rights to publish the video in part or whole without additional consent or compensation.
10. Participant(s) must focus the food video mystery on one or more of the following:
  - A. Food Preparation
  - B. Food Cultivation
  - C. Food Sustainability
  - D. Food Consumption
11. Participant(s) must be registered and attend the current year’s NJ FCCLA Fall Leadership Connection to participate in this event.

## FOOD FASCINATION SPECIFICATIONS

### Digital File

Participant(s) will submit their project materials in an electronic 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 2, 2020** 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 (Food Fascination), 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. <i>Resources</i> should be <i>reliable</i> and <i>current</i> . Works Cited should not exceed one (1) page.
Knowledgeable about the Scientific Observation	Subject knowledge is evident throughout the project. All information is clear science based.

### Video

Create an informational food-based mystery video to show the mystery in action. The video may live action or stop animation or a combination.

Creativity of Video presentation	Well developed, creative, aesthetically pleasing, with artistic elements
Observation Clear, thoughtful, and significant	Raised awareness; helps to educate others on the topic; clear message.
Science facts relate to the observation	Project makes the connection of science to food; the information is well researched and thorough
Safety and Sanitation	Participants followed all the safety and sanitation guidelines
Depth of project content	Exemplary evidence; used higher level thinking skills
Production Quality	The video should be of high quality in terms of all production and editing elements.

# Project Outline

(not to exceed two pages)

## Targeted FOOD Fascination Query

What is the focus of your project?

## Hypothesis

Propose a possible relationship between two variables.

## Action and Reaction

What do you want the viewer to understand? How does this Food Fascination impact the viewer??

## Significance

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:

**FOOD FASCINATION 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."

<b>Evaluation Criteria</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Score</b>	<b>Comments</b>
<b><i>ELECTRONIC FILE</i></b>							
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, sentence structure, and grammar throughout project	0-1	2	3	4	5		
Knowledgeable about Food observation; scientific observation	0-2	3-4	5-6	7-8	9-10		
<b><i>VIDEO</i></b>							
Creativity of video presentation	0-2	3-4	5-6	7-8	9-10		
Observation is clear, thoughtful, and significant	0-2	3-4	5-6	7-8	9-10		
Science facts relate to the observation	0-2	3-4	5-6	7-8	9-10		
Safety and Sanitation	0-1	2	3	4	5		
Depth of the project content	0-2	3-4	5-6	7-8	9-10		
Production quality: picture, sound, and editing; Utilizes various technologies.	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