

Professional Presentation, an *individual or team event*, recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants must prepare a hard copy and digital *file folder*, an **oral presentation** and *visuals*.

NEW JERSEY LEARNING STANDARDS

NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
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.
WHST.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 specific 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.
9.2.8.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.

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- 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

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ 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.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 1.1 Analyze strategies to manage multiple roles and responsibilities.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
- 1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.
- 2.1.1 Apply time management, organizational, and process skills to prioritizing tasks and achieving goals.
- 3.2 Analyze factors that affect consumer advocacy.
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.

EVENT LEVELS

Level 1: Participants through grade 8

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

Level 4: Post-Secondary

ELIGIBILITY

1. A chapter may register Two (2) entries in each event level.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.

PROCEDURES & REGULATIONS

1. The Professional Presentation project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Professional Presentation project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. Chapters with multiple entries in this event must submit different projects for each entry.

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4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available. Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for audiovisual presentation at competitions.
5. Spectators may not observe any portion of this event.
6. Two (2) individuals/teams from each event level may be chosen to represent New Jersey at the National Leadership Conference.

Each entry must submit a digital file folder via Google Drive by March 15, 2022. The hard copy file folder must be submitted at the State Leadership Conference to the room location designated in the State Leadership Conference program during the specified registration time.

5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation <u>may be up to ten (10) minutes</u> in length. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation.
Following the presentation, evaluators may interview the participant(s).	
Evaluators will use the rating sheet to score and write comments for each entry.	

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team (1-3 participants)	File Folder, Visuals, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■		■	■	■		■	■	■	■

PROFESSIONAL PRESENTATION SPECIFICATIONS

File Folder


Although, this is an in-person event, each entry will require a digital folder and hard copy 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.

Each entry must submit a digital file with the following information:

- A. Project Identification Page
 - Name(s) of Participant(s)
 - School Name
 - Chapter Name
 - Event Name (Professional Presentation)
 - Event Level
 - City & State
 - Project Title
- B. FCCLA Planning Process Summary Page
- C. Evidence of Online Project Summary Submission
- D. Proof of Documentation Delivery
- E. Works Cited

Participant(s) will submit one (1) letter-size hard copy *file folder* containing one set, stapled separately, of the items listed below to the designated location in the conference program. The hard copy *file folder* must be labeled (typed or handwritten) in the top left corner with participant's name, school name, chapter name, event name (Professional Presentation), and event level.

	LEVEL 1	LEVEL 2	LEVEL 3
<i>Project Identification Page</i>	One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), school, chapter name, city, state, event name, event level and title of presentation.		
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" summary page of how each step of the <i>Planning Process</i> was used to plan and present presentation. Each step is fully explained.		
Evidence of Online Project Summary Submission 	Complete the online project summary form located on the "Surveys" tab on the FCCLA Portal, and include signed proof of submission in the <i>file folder</i> .		
Documentation Delivery	1 prior professional presentation to different audiences; and proof of presentations with a written thank you note	2 prior presentations to different audiences of 5 or more individuals; proof of presentations with a news clipping/ photo, and a written thank you.	3 prior presentations to different audiences of 5 or more individuals; proof of presentations with a news clipping /photo and a written thank you.
Works Cited/ <i>Bibliography</i>	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .		

Oral Presentation

The oral presentation **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation should deal with issues related to Family and Consumer Sciences and how these issues can be addressed by FCCLA members. It **is not** a factual lecture or "how-to" presentation.

	LEVEL 1	LEVEL 2	LEVEL 3
Introduction	Use creative methods to capture <i>audience</i> attention.	Use creative methods to capture audience attention. Use visuals as a part of the introduction.	
Knowledge of Subject Matter	Present a minimum of 3 sources of <i>current</i> data and information to support viewpoints and issues of concern. Data and information must be from within the past 5 years.	Present a minimum of 4 sources of <i>current</i> data and information to support viewpoints and issues of concern. Data and information must be from within the past 5 years.	Present a minimum of 5 sources of <i>current</i> data and information to support viewpoints and issues of concern. Data and information must be from within the past 5 years.
Relationship to Family and Consumer Sciences or Related Careers	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.

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Methods or Techniques to Address the Issues of Concern	Describe suggested methods or techniques FCCLA members can use to address the issues of concern.	Describe suggested methods or techniques FCCLA members can use to address the issues of concern. Discuss appropriate occupational safety or health concerns or issues that are related to the topic.	
Summary	Summarize 2 major points of the presentation.	Summarize 3 main points and/or issues of concern.	Summarize 4 main points and/or issues of concern.
Length of Presentation	The presentation should be an appropriate length within the ten (10)-minute timeframe for the information presented.		
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 <i>visuals</i> and notes or note cards if used. Wear appropriate business clothing for the nature of the presentation.		
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding subject matter. Questions are asked after the presentation.		

Visuals/Props

Visual/props may include posters, charts, slides, presentation software, puppets, etc. Audio and audiovisual recordings are limited to one (1) minute playing time during the presentation.

Effectively Illustrate <i>Content</i>	Support, illustrate and/or complement <i>content</i> of presentation.
Creativity of <i>Visuals</i>	Use creative methods to illustrate presentation.
Use of <i>Visuals</i>	Presentation aids must be visible to <i>audience</i> ; neat, legible, and <i>professional</i> ; and use correct grammar and spelling.

Professional Presentation Rating Sheet

Name of Participant(s) _____

School _____ Event Level _____

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Improvement: Use the back of the sheet if necessary.							
Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
FILE FOLDER							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Outline of presentation	0	1		2	3		
Documentation of Prior Presentations	0	1		2	3		
Works Cited/Bibliography	0	1		2	3		
ORAL PRESENTATION							
Introduction	0-1	2	3	4	5		
Relationship to Family and Consumer Sciences	0-1	2	3	4	5		
Knowledge of Subject Matter	0-3	4-6	7-9	10-12	13-15		
Methods or Techniques to Address the Issues of Concern	0-2	3-4	5-6	7-8	9-10		
Summary	0-1	2	3	4	5		
Length of Presentation	0	1		2	3		
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Voice and Body Language	0-1	2	3	4	5		
Grammar and Pronunciation	0-1	2	3	4	5		
Responses of Evaluators' Questions	0	1		2	3		
VISUALS/PROPS							
Effectively Illustrate Content	0-2	3-4	5-6	7-8	9-10		
Creativity of Visuals to Enhance Presentation	0-1	2	3	4	5		
Use of Visuals During Presentation	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