

AMERICAN SPIRIT



PURPOSE

To evaluate local chapter activities for community service, citizenship projects and those with patriotic overtones that demonstrate a belief in the American way of life.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY (TEAM OF 3)

Open to all active SkillsUSA members. Each state may send one high-school and one college/postsecondary entry.

CLOTHING REQUIREMENT

Class A: SkillsUSA Attire:

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area or the blazer, sweater, windbreaker or jacket
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose)
- Black dress shoes

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Contestants must wear their official contest clothing to the contest orientation meeting, when turning in their notebooks, for their interviews, and when picking up notebooks at the end of the competition.

SCOPE OF THE CONTEST

Knowledge Performance

There is nowritten exam for this contest.

Skill Performance

The contest evaluates local chapter activities for community service, citizenship projects and those projects with patriotic overtones that demonstrate a belief in the American way of life.

Contest Guidelines

How to Enter the Competition

1. **Deadline:** The entry will be brought to the National Leadership and Skills Conference and submitted to the national technical committee at the contest on the Tuesday immediately prior to the SkillsUSA Championships.
2. **Interview:** Interview time will be given at the time the entry is submitted.
3. **Exhibition of Entries:** Entries will be displayed in a secure area following the judging. Observers will be allowed to view them at designated times throughout the conference.
4. **Pickup of Entries:** Entries will be picked up on the afternoon of the last day of the National Leadership and Skills Conference by the state association director or by the chapter advisor. Entries will not be released to an unauthorized person. Chapters will be charged \$10 for the return of their entries following the national conference.
5. **Procedure:** Chapters must conduct three separate projects that demonstrate community service, patriotism and citizenship, and promotion of career and technical education. Only one project per category may be entered. Students must plan, organize, prepare and execute all projects within the current competition school year.
6. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual

contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at <http://updates.skillsusa.org>.

Documentation Guidelines

1. Entries must be typed and submitted in an official three-ring SkillsUSA notebook or scrapbook. The notebook/scrapbook will contain no more than 75 sheets of paper the size of the official SkillsUSA notebook/scrapbook paper. Both surfaces of the 75 sheets may be filled, for a maximum of 150 surfaces.

Penalty: Five points per surface (10 points per sheet of paper) will be deducted for exceeding these maximums.

Note: A surface is only that material which can be pasted or glued to the basic notebook/scrapbook paper. Any pockets, foldout pages, multiple pages or similar features will count as additional surfaces and will be subject to penalty, except where specifically stated otherwise. Pages may be plasticized without affecting the scores. Original copies of newspaper articles must be submitted. Photocopies of articles, letters or digital communications are not acceptable. Dates of articles must be within the article, letter or digital communication or the date must be attached to the newspaper article, letter or digital communication (digital communication should contain the URL link as well).

A link to an online article/story/picture does not meet the requirements for including the item in any section of the book.

No complete names should be used anywhere in the book — first or last names only.

Documentation must include the following in this order:

- a. Title Page
Include name of chapter, name of chapter president, school name, school address and school telephone number, and a complete list of credentials or

certifications offered through the school's SkillsUSA pathway(s) or program of study. Order should be as listed.

- b. Table of Contents
This should be Page 1. The table of contents will follow the presented order list with page numbers. (It is better to itemize each section with page numbers for the item rather than a range of pages for the section.)
- c. Section I: Community Service
 1. A single project description
 2. Indication of the applicable SkillsUSA Framework component (Personal Skills, Workplace Skills, Technical Skills Grounded in Academics) and Essential Elements for the project. Explain how the essential elements were used to complete the project.
 3. Objectives for the project
 4. Evidence of planning for the project
 5. Methods of implementation
 6. Number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership; however, if the entire chapter participated, use the total membership numbers)
 7. Letters (two or three) of recommendation or recognition
 8. Photographs
- d. Section II: Patriotism and Citizenship
 1. A project description
 2. Indication of the applicable SkillsUSA Framework component (Personal Skills, Workplace Skills, Technical Skills Grounded in Academics) and Essential Elements for the project. Explain how the essential elements were used to complete the project.
 3. Objectives for the project
 4. Evidence of planning for the project.
 5. Methods of implementation

6. Number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership. However, if the entire chapter participated, use the total membership numbers).
 7. Letters of recommendation or recognition (3)
 8. Photographs (at least three and no more than six)
- e. Section III: Promotion of Career and Technical Education
1. A project description
 2. Indication of the applicable SkillsUSA Framework component (Personal Skills, Workplace skills, Technical Skills Grounded in Academics) and Essential Elements for the project. Explain how the essential elements were used to complete the project.
 3. Objectives for the project
 4. Evidence of planning for the project
 5. Methods of implementation
 6. Number of members involved in the activity and the total membership (if the activity was done by a single pathway, use the pathway membership. However, if the entire chapter participated, use the total membership numbers).
 7. Letters of recommendation or recognition (3)
 8. Photographs (at least three and no more than six)
2. Letters of Recommendation/Recognition (three for each project — one from each category below)
- a. Letter from a school administrator will be required for each project on school letterhead stationery with a signature and date.
 - b. Letter from a business, organization or industry representative will be required for each project, on official stationery with a signature and date.
 - c. Letter from local newspaper, radio station or TV station verifying that articles have been submitted and/or published to publicize the activity conducted by the SkillsUSA chapter. Original copies of the newspaper articles must be submitted. Date(s) of the project must be within the article or attached to the article. Photocopies of the articles are not acceptable. A letter from the advisor verifying the article, date, source is also acceptable (must be school stationery and signed.)
3. Photographs
- a. At least three and not more than six good photographs (digitally reproduced copies are acceptable for photographs) of each project must be submitted to show events as they were conducted. (A collage-type picture is acceptable but must be printed as a single item.)
 - b. Photos should be affixed in the scrapbook/notebook and identified.
 - c. Photographs should be labeled with a description of the event taking place. Names (use only the person's first or last name) of people in the photograph should be included.
 - d. Photographic support of the American Spirit entry being planned (photos of meetings), implemented (photos of work being done), and the construction of the main entry (photos of the entire entry being put together) are recommended but not limited to such as photos of meetings, photos of projects, photos of meetings with individuals outside of the chapter, photos of documents getting signed, and letters or photos that make the "ENTRY" more of a complete story and believable.
4. Interview
- a. An interview will be set up with the team of 3 students. They will have an opportunity to explain how they approached various activities and how the project benefited their class. The interview will be used to help verify points awarded by the judges and to answer any questions they may have. No PowerPoint presentations or visual aids other than the notebook may be referenced during the interview.

Standards and Competencies

AM 1.0 — Conduct, plan and participate in three separate projects during the school year and provide evidence by creating a professional notebook/scrapbook with the title page, table of contents and three required sections

- 1.1 Describe the project using correct grammar, punctuation and spelling
- 1.2 List the objectives for the project
- 1.3 Write obtainable SMART goals for the project
- 1.4 Provide evidence of planning for the project (Example: Committee reports, Framework lessons, pictures).
- 1.5 Describe which component and essential element(s) from the framework were employed and how you used them to help make your project a success.
- 1.6 Describe how the project was planned using the program of work.
- 1.7 Describe who helped to plan the project
- 1.8 Describe the methods of implementation used
- 1.9 Provide a description of how the project was conducted in a sequential order and how you met your SMART goals.
- 1.10 Explain how each member participated in the project
- 1.11 List the total membership number in the chapter and how many members were involved in the project

AM 2.0 — Complete a five- to 10-minute interview process explaining the entry to the judges and a question and answer session

- 2.1 Create an effective, clear and strong opening
- 2.2 Organize the presentation according to the sequence of projects in the scrapbook
- 2.3 Communicate information about each project in a compact and complete manner
- 2.4 Display various verbal techniques and exhibit poise in behavior
- 2.5 Close speech with an effective ending that ties all of the elements together
- 2.6 Communicate your knowledge of the Framework used in your project.
- 2.7 Complete the interview within the time limits set by the contest standards.

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

None Identified

Science Skills

None Identified

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information
- Analyze mass media messages
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Identify words and phrases that signal an author's organizational pattern to aid comprehension
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate expository writing
- Demonstrate persuasive writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

None Identified

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: www.nctm.org.

Science Standards

- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.