



and no compressed air, gas or flammable liquid may be used.

9. The contestant will not mention his or her name, school, city or state.
10. The demonstration is an individual performance; however, assistants may be used to set up and dismantle the demonstration. Models or assistants may be used in the demonstration but will not say or do anything that assists the demonstration other than serve as a model as needed for a facial, clothing design demonstration, etc.
11. Basic safety practices related to the skill performed must be followed. Safety violations will be subject to penalties of one to 10 points. Judges may stop the demonstration for serious violations.

## Standards and Competencies

### **JSDA 1.0 — Design and write an effective presentation which demonstrates a job skill related to the contestant's field of training**

- 1.1 Prepare a demonstration of a job skill that lasts five to seven minutes
- 1.2 Organize the demonstration in a logical and coherent manner

### **JSDA 2.0 Deliver the presentation in a professional manner meeting the standards outlined by the technical committee**

- 2.1 Perform the actual skill in the presentation
- 2.2 Explain the topic through the use of experiments, displays or practical operations
- 2.3 Demonstrate an effective and pleasing delivery style
- 2.4 Effectively use verbal illustrations and examples
- 2.5 Make a formal and effective introduction to the presentation that clearly identifies the scope of the demonstration
- 2.6 Pronounce words in a clear and understandable manner
- 2.7 Use a variety of verbal techniques including: modulation of voice, changing volume, varied inflection, modifying tempo and verbal enthusiasm
- 2.8 Demonstrate poise and self-control while presenting
- 2.9 Demonstrate good platform development and personal confidence
- 2.10 Communicate the primary points of the speech in a compact and complete manner
- 2.11 Tie organizational elements together with an effective ending
- 2.12 Complete the speech within the time limits set by contest requirements

### **JSDA 3.0 — Wear appropriate clothing for the SkillsUSA national contest**

- 3.1 Display clothing that meets national standards for competition
- 3.2 Demonstrate good grooming in dress and personal hygiene

### **JSDA 4.0 — Job Skill demonstration safety and hazardous materials**

- 4.1 Student cannot demonstrate with pressurized aerosol cans, compressed air, gases, flammable liquids or biohazardous materials.
- 4.2 The demonstration may be stopped or discontinued for severe safety violations.

## Committee Identified Academic Skills

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

### **Math Skills**

- Use fractions to solve practical problems
- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Solve practical problems involving percents
- Solve single variable algebraic expressions
- Measure angles
- Find surface area and perimeter of two dimensional objects
- Find volume and surface area of three dimensional objects
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures
- Construct three-dimensional models
- Apply Pythagorean Theorem
- Make predictions using knowledge of probability
- Make comparisons, predictions and inferences using graphs and charts
- Organize and describe data using matrixes
- Solve problems using proportions, formulas and functions
- Find slope of a line
- Solve practical problems involving complementary, supplementary and congruent angles
- Solve problems involving symmetry and transformation
- Demonstrate measuring skills
- Convert from metric to English measurements or from English to metric measurements

### Science Skills

- Use knowledge of speed, velocity and acceleration
- Use knowledge of work, force, mechanical advantage, efficiency and power
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices
- Use knowledge of principles of electricity and magnetism
- Use knowledge of static electricity, current electricity and circuits
- Use knowledge of magnetic fields and electromagnets
- Use knowledge of motors and generators

### Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills, such as word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills, such as eye contact, posture and gestures using interviewing techniques to gain information
- 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 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. To view high school standards, visit: [standards.nctm.org/document/chapter7/index.htm](http://standards.nctm.org/document/chapter7/index.htm). Select "Standards" from menu.

#### Science Standards

Understands the nature of scientific inquiry

*Source:* McREL compendium of national science standards. To view and search the compendium, visit: [www.mcrel.org/standards-benchmarks/](http://www.mcrel.org/standards-benchmarks/).

#### 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 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.readwritethink.org/standards/index.html](http://www.readwritethink.org/standards/index.html).

## CONTEST SCORECARD

<b>Items Evaluated</b>	<b>Possible Points</b>
Opening .....	150
Voice .....	100
Platform Department .....	100
Organization .....	150
Skills .....	150
Effectiveness.....	200
Closing .....	150

<b>Sub Total</b>	<b>1,000</b>
<b>Résumé Penalty</b>	_____
<b>Clothing Penalty</b>	_____
<b>Safety Penalty</b>	_____
<b>Time Penalty</b>	_____
<b>TOTAL</b>	_____