

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, refer to General Regulations, Page 9.

CLOTHING REQUIREMENT

For men: Official red blazer, windbreaker-style jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.

For women: Official red blazer, windbreaker-style jacket or sweater; black dress slacks or skirt with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone hose and black shoes.

These regulations refer to clothing items that are pictured and described at:

www.skillsusa.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

ELIGIBILITY

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

SCOPE OF THE CONTEST

Knowledge Performance

There is no written 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. Registration forms must be submitted with the entries at that time.
2. **Interview:** The interviewing student must submit a one-page, typewritten résumé along with the entry. Interview time will be given at the time the scrapbook 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 Thursday afternoon, the last day of the National Leadership and Skills Conference, by the state association director or by the chapter advisor upon the presentation of a letter of authorization from the state association director. 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 be plan, organize, prepare and execute all projects.
6. All competitors must create a one-page résumé using a word processor and submit the résumé electronically at: www.skillsusa.org/compete/updates.shtml. Check the Web site for further instructions.

Documentation Guidelines

1. Entries must be typed and submitted in an official three-ring SkillsUSA notebook or scrapbook. The notebook will contain no

more than 75 sheets of paper the size of the official SkillsUSA 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 scrapbook paper. Any pockets, fold-out 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 are not acceptable. Dates of articles must be within the article or the date must be attached to the newspaper article.

Documentation must include the following, presented in the order given here:

- a. **Title Page**
Include name of chapter, name of president, school name, school address and school telephone number.
- b. **Table of Contents**
The Table of Contents will follow the presented order list with page numbers.
- c. **Section I: Community Service**
 - a. A project description
 - b. Objectives for the project
 - c. Evidence of planning for the project
 - d. Methods of implementation
 - e. Number of members involved in the activity
 - f. Letters of recommendation or recognition
 - g. Photographs
- d. **Section II: Patriotism and Citizenship**
 - a. A project description
 - b. Objectives for the project
 - c. Evidence of planning
 - d. Methods of implementation
 - e. Number of members involved in the activity
 - f. Letters of recommendation or recognition
 - g. Photographs
- e. **Section III: Promotion of Career and Technical Education**
 - a. A project description

- b. Objectives for the project
 - c. Evidence of planning for the project
 - d. Methods of implementation
 - e. Number of members involved in the activity
 - f. Letters of recommendation or recognition
 - g. Photographs
2. Letters of Recommendation
 - a. Letter from a school administrator will be required for each project
 - b. Letter from a business, organization or industry representative will be required for each project
 - c. Letter from local newspaper or radio 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.
 3. Photographs
 - a. At least three good photographs of each project must be submitted to show events as they were conducted.
 - 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.
 4. Interview
 - a. An interview will be set up with one student designated by the advisor. Students 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 goals for the project
- 1.4 Provide evidence of planning for the project
- 1.5 Describe how the project was planned
- 1.6 Describe who helped to plan the project
- 1.7 Describe the methods of implementation used
- 1.8 Provide a description of how the project was conducted in a sequential order
- 1.9 Explain how each member participated in the project
- 1.10 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 oral presentation/interview explaining the entry to the judges

- 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 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. To view high school standards, visit: 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/.

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.readwritethink.org/standards/index.html.

American Spirit Award Scorecard

Items Evaluated	Possible Points	Contestant Number					
		1	2	3	4	5	6
Title Page	50						
Table of Contents	50						
General Appearance	50						
Criteria for Each Item Below: Customer Service, Patriotism and Citizenship, Career and Technical Education = X 3							
Project Description = 35 X 3	105						
Objectives for the Project = 36 X 3	108						
Evidence of Planning = 36 X 3	108						
Methods of Implementation = 36 X 3	108						
Number of Members Involved = 36 X 3	108						
Letter of Recommendation = 36 X 3	108						
Photographs = 35 X 3	105						
Interview	100						
Résumé Penalty	0 to -50						
Clothing Penalty	Up to -50						
Scrapbook/Notebook Penalty							
Total Possible Points	1,000						