

Virtual Job Showcase – COURSE ENROLLMENT SPECIFIC

PURPOSE

To evaluate each contestant's ability to demonstrate and explain an entry-level technical skill used in the occupational area for which he or she is training.

ELIGIBILITY

Open to active SkillsUSA Virginia **members** enrolled in trade and industrial education programs.

CLOTHING/SAFETY REQUIREMENTS

Contestants may wear SkillsUSA official attire or attire appropriate for the occupational area of the demonstration. All applicable safety standards **MUST** be adhered to under the supervision of your instructor.

EQUIPMENT AND MATERIALS

1. The contestant will supply:
 - a. All materials and equipment needed for the demonstration to be completed
 - b. All competitors must create a one-page résumé and submit a copy with your project. Failure to do so will result in a 10-point penalty.
 - c. Video will be submitted using the link below. Please make sure the videos are formatted as MP4. Alternatively, please upload a document with the link to the video, if you uploaded it to YouTube.

<https://forms.gle/7qwVXodsCDvj3vNu7>

SCOPE OF THE CONTEST

Skill Performance

The contest requires the demonstration of a performance of an occupational skill within the chosen career pathway accompanied by a clear explanation of the topic through the use of experiments, displays or practical operations.

Contest Guidelines

1. An actual technical skill must be performed as opposed to an illustrated talk.
2. Notecards and other reference materials are not permitted.
3. Any skills may be demonstrated, provided it is a skill related to the occupational program of the contestant.
4. The demonstration shall be at least ten minutes in length but shall not exceed fifteen minutes. *Penalty: Five points will be deducted for each 30 seconds or fraction thereof under ten minutes or for each 30 seconds or fraction thereof over fifteen minutes.*
5. Time limit: Time will be started when the demonstration begins.
6. Any visual or auditory aids (signs, charts, transparencies, slides, diagrams, tapes, CDs) are to be prepared by contestants. Professionally prepared visuals and audio materials may not be used
7. The contestant will not mention his or her name, school, city or state.
8. The demonstration is an individual Performance. 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.
9. Basic safety practices related to the skill performed must be followed. Safety violations will be subject to penalties of one to 10 points.

Standards and Competencies

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

1. Prepare a demonstration of a technical job skill that lasts ten to fifteen minutes
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

1. Perform the actual technical skill in the presentation
2. Explain the topic through the use of experiments, displays or practical operations
3. Demonstrate an effective and pleasing delivery style
4. Effectively use verbal illustrations and examples
5. Make a formal and effective introduction to the presentation that clearly identifies the scope of the demonstration
6. Pronounce words in a clear and understandable manner
7. Use a variety of verbal techniques including modulation of voice, changing volume, varied inflection, modifying tempo and verbal enthusiasm
8. Demonstrate poise and self-control while presenting
9. Demonstrate good platform development and personal confidence
10. Communicate the primary points of the speech in a compact and complete manner
11. Tie organizational elements together with an effective ending
12. Complete the speech within the time limits set by contest requirements

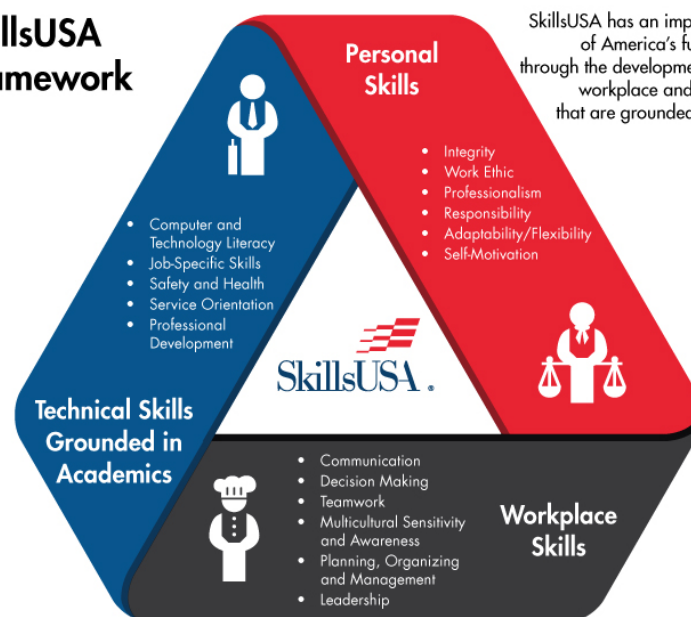
JSDA 3.0 — Wear appropriate clothing for the national contest

1. Display clothing that meets national standards for competition
2. Demonstrate good grooming in dress and personal hygiene

JSDA 5.0 — SkillsUSA Framework

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. Please reference the graphic above, as you may be scored on specific elements applied to your project.

SkillsUSA Framework



SkillsUSA has an impact on the lives of America's future workforce through the development of personal, workplace and technical skills that are grounded in academics.

For more, visit:

www.skillsusa.org/about/skillsusa-framework/

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 percentages
- 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 matrices
- 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. 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 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