

## PURPOSE

To test the knowledge of selected team members on various aspects of general academic knowledge, professional development (including, but not limited to: *SkillsUSA Leadership Handbook*, Professional Development Program, Total Quality Curriculum, Career Safe, *USA Today* and *Robert's Rules of Order, Newly Revised*) and current events.

**TESTING:** A written test will be given prior to starting the first round. Contestants will be given the test upon entering the competition space, once there the contestants will not be permitted to re-enter the holding room.

## ELIGIBILITY

Open to active SkillsUSA members currently enrolled in technical, skilled and service occupations, including health occupations.

## ORIENTATION

Orientation is at 10:00am. Orientation is for contestants only and is closed to advisors. Lunch follows orientation and is to be completed by 12:00pm. Preliminary Rounds will begin immediately following Orientation/Lunch.

## CLOTHING REQUIREMENTS

SkillsUSA Official Dress

Men	Official red blazer, jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.
Women	Official red blazer, jacket or sweater; black dress skirt (knee length) or slacks 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 seamless hose and black dress shoes.

**Note:** Contestants must wear their official contest clothing to the contest orientation meeting. Teams will be judged in official attire at the contestant briefing.

**OBSERVER RULE** - This contest is closed to observers

## TOOLS PROVIDED BY CONTESTANTS

- One copy of a 1-page typed personal résumé
- Two #2 pencils (sharpened)
- Plain white paper for figuring math problems
- Pencils or pens (note page 65, #1.g. of national standards is void)
- NO calculators will be permitted
- NO reference materials will be permitted

## TOOLS PROVIDED BY TECHNICAL COMMITTEE

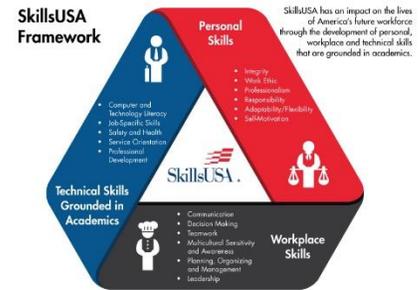
- One table for each team plus a table for the apparatus and scorekeeper and sufficient tables for the judges
- Chairs for all participants, committee and judges
- Podium and, if necessary, a public- address system
- Quiz Bowl apparatus

## SPECIAL INFORMATION

- **Beginning 2020 ALL SkillsUSA Ohio State Championships Contests will require a short interview component. Students should be prepared with basic job interview skills.**
- No smart watches, phones, or similar devices are permitted during the contest. If a contestant is found with such a device it is immediate disqualification for their entire team.

## SCOPE OF THE CONTEST

**Knowledge of Performance**



## Skill Performance

Teams will demonstrate communication skills, teamwork, problem solving and time- management skills by determining and presenting the answer to each question clearly within the five-second time frame.

## Contest Guidelines

1. A state may enter one high-school team and one college/postsecondary team comprised of five registered members each. The team may perform with four members without penalty if a member fails to show up or is forced to withdraw within five days of the competition, as long as five members were originally registered and verified in the national headquarters. (See General Regulations.)
2. A team may register up to two alternates (in addition to the five team members). The alternates are required to attend orientation and take the written test. The alternate scores will be included in the team average. Registered alternates who take the test may then be allowed to participate in active rounds, as described in No. 7.
3. The moderator will ask questions, and teams will have five seconds to respond. Responding shall be accomplished by activating the buzzer.
4. Approximately 30 percent of the questions asked will be about professional development issues, 30 percent will be about current events, and 40 percent will consist of general academic knowledge. Points are determined based on one point awarded for a correct response and one point deducted for an incorrect response.
5. A round shall be defined as 50 questions, with no time limit.
6. A match shall be defined as two rounds, which includes a preliminary round and the final round.
7. A break will be taken after every 25 questions. Contest officials will verify scores at every break. Substitutions of registered alternates may be made only at these breaks, after notifying the moderator.
8. During the pre-contest orientation session, the contest chair will administer a written test to all team members. All team members, including registered alternates, must take the written test to be eligible to participate with their team in the active rounds. Participants are responsible to bring a No. 2 pencil to use for the written test.
9. The written test questions shall follow the same question proportion formula as the active rounds and be based upon 100 points. Once scored, the individual scores of all team members, including alternates, will be averaged to create a team score.
10. Each team will be assigned a table location at the beginning of the event by the contest chair or moderator.
11. The moderator will read a question, and the team that presses the buzzer first will be recognized to answer the question. If a wrong response is given, the team cannot give a second answer and the opposing team(s) will be given an opportunity to buzz in and answer the question. One point will be awarded for a correct answer. One point will be deducted from any team that gives an incorrect answer.
12. A team may buzz in as soon as it feels it knows the answer. However, the moderator will stop reading the question, and the team must answer based upon what has been read to that point. Some questions may require multiple answers.
13. Once a team buzzes in, it must wait to be identified by the moderator. Any team that responds to the question before being recognized by the moderator will be scored with an incorrect answer.
14. Once recognized, the team members may confer among themselves but must respond within five seconds. If a team misses an answer, unless another team buzzes before the moderator can begin or finish the question, the moderator will begin re-reading the question following the procedure outlined above for the other teams. A question will not be re-read during actual play except upon the request of a judge.
15. Only the first answer given will be considered. If it is a wrong response, the team cannot give another answer, and another team is to have an opportunity to respond to the question. If the moderator inadvertently gives the answer away, the question is voided.
16. Any team member may give the team's answer.
17. If the answer is incomplete, the moderator may ask the team member to be more specific. For example, if the correct answer given is Roosevelt, the moderator may ask which one, or for more information.
18. The moderator will give the correct response in the event no team gives the correct answer.
19. Teams may not use notes, reference materials, calculators or any type of electronic communication. Blank paper will be provided by the officials and taken up at the end of each round. Participants will supply their own pens or pencils to use during the rounds.
20. The judges will make the final ruling on correct or incorrect responses.
21. The Quiz Bowl apparatus will maintain the official time, which is used only for responding to questions. The apparatus time-readout will face the operator and *will not* be visible to the teams.

22. There will be no true/false or multiple-choice questions in the active rounds.
23. If a team believes that an incorrect answer was accepted or a correct answer was not accepted, it may offer a challenge. Only team members may make challenges, and only at the point at which they occur. Challenges may not be made once the next question is read.
24. Topics for general academic knowledge may include but shall not be limited to: science, math, history, geography, English (including literature), spelling, government, the arts and music.
25. Professional Development questions may be drawn from the following sources: *SkillsUSA Leadership Handbook*; SkillsUSA website; Professional Development Program; Career Skills Education Program (postsecondary); CareerSafe; Advisor’s Success Kit; *SkillsUSA Champions* magazine; any resource published by SkillsUSA; *Robert’s Rules of Order, Newly Revised*; OSHA’s Teen Worker site ([www.osha.gov/SLTC/teenworkers/index.html](http://www.osha.gov/SLTC/teenworkers/index.html)); and the Youth EEOC site ([youth.eeoc.gov/](http://youth.eeoc.gov/)). Items found in any conference publication, e.g., official program, *Awards and Recognition* book and any material from the Opening Ceremony may be included.
26. The sources for current-events questions will be CNN and Fox News. Items will be taken from these sources published no more than 90 days prior to the date of the contest. The sources can be media or online versions.
27. If the audience gives away an answer, the moderator may void the question with no penalty for any team.
28. The written-test team score will be used as a tiebreaker during the active rounds. No tiebreaker rounds will be conducted.
29. For the preliminary round score, 80 percent of the team’s active score plus 20 percent of the team’s average written score will be used. The preliminary round will be used as an eliminator, if necessary. For the final round, 80 percent of the team’s active score plus 20 percent of the team’s average written score will serve as the final score. The final score will be used to determine the medallion winners.

### Judging Criteria

Each project will be judged based on current event correct, professional development correct, academic correct, and written test. See the Rubric for Quiz Bowl for detailed description of each category.

## STANDARDS AND COMPETENCIES

### Ohio Technical Standards

1.1.1.	Identify the knowledge, skills and abilities necessary to succeed in careers.
1.1.5.	Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.1.7.	Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.
1.1.8.	Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.
1.1.10.	Adapt personal coping skills to adjust to taxing workplace demands.
1.2.3.	Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.2.4.	Use negotiation and conflict-resolution skills to reach solutions.
1.2.5.	Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
1.2.6.	Use proper grammar and expression in all aspects of communication.
1.2.7.	Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.
1.2.10.	Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
1.2.11.	Write professional correspondence, documents, job applications and résumés.

### Ohio Academic Standards

#### English Language Arts

#### Reading for Informational Text

Ohio Technical Competencies	ELA Standard	ELA Standard Description

# QUIZ BOWL

1.1.7 1.1.10	RI.9-10.2	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
1.1.7	RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
1.1.7 1.1.10	RI.11-12.2	Analyze informational text development. a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
1.1.7	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

## Writing

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.3 1.1.5 1.2.5 1.2.11	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.1.3 1.1.5 1.2.5 1.2.11	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.1.1	W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## Speaking and Listening

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.1.1 1.2.3 1.2.5 1.2.7 1.2.10	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

		d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
1.1.7	SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
1.2.6	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
1.1.1 1.2.3 1.2.5 1.2.7 1.2.10	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. 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.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>
1.1.7	SL. 11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.2.6	SL. 11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

## Language

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.6	L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>
1.2.6	L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> </ul>

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		c. Spell correctly.
1.2.6	L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> <li>a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type.</li> <li>b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</li> </ul>
1.2.6	L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</li> </ul>
1.2.6	L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>
1.2.6	L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed.</li> <li>b. Apply an understanding of syntax to the study of complex texts when reading.</li> </ul>

## Mathematics

Standard	Description
N.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ★
N.Q.2	Define appropriate quantities for the purpose of descriptive modeling. ★
N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ★
A.SSE.1	Interpret expressions that represent a quantity in terms of its context. ★ <ul style="list-style-type: none"> <li>a. Interpret parts of an expression, such as terms, factors, and coefficients.</li> <li>b. Interpret complicated expressions by viewing one or more of their parts as a single entity.</li> </ul>
A.SSE.2	Use the structure of an expression to identify ways to rewrite it. <i>For example, to factor <math>3x(x - 5) + 2(x - 5)</math>, students should recognize that the "<math>x - 5</math>" is common to both expressions being added, so it simplifies to <math>(3x + 2)(x - 5)</math>; or see <math>x^2 - y^2</math> as <math>(x^2) - (y^2)</math>, thus recognizing it as a difference of squares that can be factored as <math>(x - y)(x + y)</math>.</i>
A.SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★ <ul style="list-style-type: none"> <li>a. Factor a quadratic expression to reveal the zeros of the function it defines.</li> <li>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</li> <li>c. Use the properties of exponents to transform expressions for exponential functions. <i>For example, <math>8^t</math> can be written as <math>2^{3t}</math>.</i></li> </ul>
A.APR.1	Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. <ul style="list-style-type: none"> <li>a. Focus on polynomial expressions that simplify to forms that are linear or quadratic. (A1, M2)</li> </ul>

	b. Extend to polynomial expressions beyond those expressions that simplify to forms that are linear or quadratic. (A2, M3)
A.REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .
F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★ (A2, M3)
G.CO.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not, e.g., translation versus horizontal stretch.
G.CO.3	Identify the symmetries of a figure, which are the rotations and reflections that carry it onto itself. <ul style="list-style-type: none"> <li>a. Identify figures that have line symmetry; draw and use lines of symmetry to analyze properties of shapes.</li> <li>b. Identify figures that have rotational symmetry; determine the angle of rotation, and use rotational symmetry to analyze properties of shapes.</li> </ul>
G.CO.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using items such as graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
G.CO.9	Prove and apply theorems about lines and angles. <i>Theorems include but are not restricted to the following: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i>
G.SRT.8	Solve problems involving right triangles. ★ <ul style="list-style-type: none"> <li>a. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems if one of the two acute angles and a side length is given. (G, M2)</li> <li>(+) b. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. ★ (A2, M3)</li> </ul>
G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ★
G.GMD.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
S.MD.3	Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i> ★
S.MD.4	Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. <i>For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</i> ★
S.MD.5	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. ★ <ul style="list-style-type: none"> <li>a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</li> <li>b. Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</i></li> </ul>
S.MD.6	Use probabilities to make fair decisions, e.g., drawing by lots, using a random number generator. ★
S.MD.7	Analyze decisions and strategies using probability concepts, e.g., product testing, medical testing, pulling a hockey goalie at the end of a game. ★