

QUIZ BOWL



PURPOSE

To test the knowledge of selected team members on various aspects of general academic knowledge, professional development and current events.

First, download and review the General Regulations at: updates.skillsusa.org.

ELIGIBILITY (TEAM OF 5)

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

CLOTHING REQUIREMENT

For men: Official 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.

For women: Official blazer, jacket or sweater; black dress slacks or knee-length 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 seamless hose and black dress shoes.

Men may also wear official SkillsUSA white polo shirt with black dress slacks, black socks and black leather shoes. Women may also wear official SkillsUSA white polo shirt with black dress slacks or skirt, black socks or black or clear seamless hose and black leather 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 800-401-1560 or 703-956-3723.

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

OBSERVER RULE

Observers will be allowed to watch the match providing space is available. No talking or gesturing will be permitted. The event chair or moderator may remove observers and/or close the event to observers for cause.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. One table for each team plus a table for the apparatus and scorekeeper and sufficient tables for the judges
 - b. Chairs for all participants, committee and judges
 - c. Podium and, if necessary, a public-address system
 - d. Quiz Bowl apparatus
 - e. Audience chairs
 - f. Sufficient score sheets and pencils for judges
 - g. Paper for the team members
 - h. Calculators for contest officials
2. Supplied by the contestants:
 - a. 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: updates.skillsusa.org.
3. Personnel required:
 - a. Moderator
 - b. Operator for the Quiz Bowl apparatus/timekeeper
 - c. Judges who will serve as scorekeepers

SCOPE OF THE CONTEST

Knowledge Performance

A written test will be administered to all team members, including alternates.

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 in the event that 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 on the basis of one point awarded for a correct response and one point deducted for an incorrect response.
5. A round shall be defined as 100 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. The written test team score will be used for seeding teams to competition rooms for the preliminary round.
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. In the event that 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. In the event that 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); and the Youth EEOC site (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. In the event that 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.

Standards and Competencies

QUIZ 1.0 — Demonstrate knowledge of general academic knowledge, professional development and current events

- 1.1 Prepare to respond to a variety of questions
- 1.2 Read and retain key points from a variety of related sources

QUIZ 2.0 — Demonstrate communication skills, teamwork, problem solving and time-management skills

- 2.1 Speak clearly and listen effectively to team members in a time sensitive situation
- 2.2 Use conflict resolution techniques to bring the group to consensus about an answer
- 2.3 Maintain awareness of time remaining to answer a question

QUIZ 3.0 — Wear appropriate clothing for the national contest

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

Committee Identified Academic Skills

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

Math Skills

- Simplify numerical expressions
- Solve practical problems involving percents
- Solve single variable algebraic expressions
- Find surface area and perimeter of two-dimensional objects
- Find volume and surface area of three-dimensional objects
- Apply Pythagorean Theorem
- Make predictions using knowledge of probability
- Solve problems using proportions, formulas and functions
- Find slope of a line
- Use laws of exponents to perform operations
- Use measures of interior and exterior angles of polygons to solve problems
- Add, subtract, multiply and divide

Science Skills

- Use knowledge of cell theory
- Use knowledge of patterns of cellular organization (cells, tissues, organs, systems)
- Use knowledge of carbon, water and nitrogen cycles
- Use knowledge of reproduction and transmission of genetic information
- Use knowledge of the particle theory of matter
- Describe characteristics of types of matter based on physical and chemical properties
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point, color)
- Use knowledge of chemical properties (acidity, basicity, combustibility, reactivity)
- Use knowledge of classification of elements as metals, metalloids, and nonmetals
- Use knowledge of potential and kinetic energy
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of speed, velocity and acceleration
- Use knowledge of Newton's laws of motion

- Use knowledge of principles of electricity and magnetism
- Supply scientific terms, given definition

Language Arts Skills

- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- 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
- Select appropriate verbal responses to oral and written questions

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

- Understand atmospheric processes and the water cycle
- Understands Earth's composition and structure
- Understands the composition and structure of the universe and the Earth's place in it
- Understands the principles of heredity and related concepts
- Understands the structure and function of cells and organisms
- Understands relationships among organisms and their physical environment
- Understands biological evolution and the diversity of life
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands forces and motion
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry

- Understands the scientific enterprise

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 read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- 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 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.