

*Wyoming*

Conduct of  
Chapter Meeting  
Handbook  
2017-2021

## ***Purpose***

- To introduce seventh, eighth and ninth grade FFA members to parliamentary procedure while learning how to conduct efficient meetings and build their communication skills.
- Agriculture, Food and Natural Resources (AFNR) Cluster Skills and Career Readiness Practice Standards
- Agriculture is a highly technical and ever-changing industry which everyone is dependent. We will maintain agriculture as our nation's number one industry only if we understand the importance of the different agrisciences, marketing strategies, safe food production and the need for continuous research to improve agriculture. Strong, relevant agriscience programs are one way we can maintain our nation's agricultural edge.

## **Objectives**

Students will be able to:

- Demonstrate correct use of FFA opening and closing ceremonies.
- Demonstrate parliamentary procedure to conduct an orderly and efficient meeting.
- Communicate and participate effectively as a team member.
- Demonstrate critical thinking and teamwork for effective decision making.

## Event Rules

Team make-up: Each team will consist of seven members from the same chapter. Members will fulfill the duties of president, vice president, secretary, treasurer, reporter, sentinel and advisor. The member who performs the advisor role in opening ceremonies will participate as a member for the remaining time of the event.

- Team members must be enrolled in the seventh, eighth or ninth grade at the time of qualification.
- Team members must be FFA members at time of qualification.

There will be one round of demonstrations.

## Event Format

### EQUIPMENT

Materials the student needs to provide:

- Two sharpened No. 2 pencils
- Gavel and officer station symbols

### WRITTEN EXAM:

- Twenty-five questions (One point per question; 25 points per member; 175 total team points)
  - Officer Duties and Meeting Room Preparation (FFA Manual): three questions
  - Parliamentary Procedure: 22 questions
    - Permissible Motions
    - Order of Business

### PRESENTATION OPENING CEREMONIES (15 points/member 105 points/team)

- Voice
- Poise
- Expression

### PRESENTATION - TEAM DEMONSTRATION

- Team members will demonstrate four of the following permissible parliamentary procedure motions: Event officials will select motions to be demonstrated in each flight of event.
  - **Privileged Motions:**
    1. Raise a Question of Privilege
    2. Recess
  - **Subsidiary Motion:**
    1. Previous Question
    2. Postpone Definitely
    3. Commit or Refer
    4. Amend
    5. Postpone Indefinitely

- **Main Motion**
- **Incidental Motions:**
  1. Parliamentary Inquiry
  2. Division of the Assembly
  3. Point of Order

## **PRESENTATION – CLOSING CEREMONIES**

(20 points; 10 president, five secretary, five team)

## **PRESENTATION – OPENING AND CLOSING CEREMONIES ACCURACY**

- One point deduction per error (adding, deleting and transposition of words or deviation from printed ceremonies) per team member with a maximum deduction equal to the amount available to be earned. (Official FFA Manual)

## **ORAL QUESTIONS**

Judges will ask one oral question (which may contain one to two parts) per participant. Oral questions will be predetermined and related to the permissible motions, general purposes of parliamentary procedure or officer duties and responsibilities.

## Event Procedures

- The room will be pre-set with a lectern, tables, chairs, station markers and a timer prior to the event. All teams will use identical room set provided by the event committee. Actual meeting room set will be provided during team orientation meeting prior to the event.
- All participants will be provided paper to take notes during the entire demonstration. Pencils must be provided by the team.
- Participants will have one minute immediately before their demonstration to read their card silently and take notes. Team members may not mark or write on the cards and may not confer or signal each other during the one minute time period or during the demonstration, except when seeking recognition from the chair.
- The student advisor will participate during the opening ceremonies for the advisor's part and then will take on the role of a member to participate in debate and may be assigned a motion and will be asked an oral question.
- Every participant will receive a card (see the sample below) with the main motion and the four required motions from the list of permissible motions. No other motions may be used. However, a point of order and parliamentary inquiry may be used if it is not listed on the motion card. Points will not be awarded if it is not on the motion card, and an appeal may not be made on the president's ruling. Included in the four required motions, will be a minimum of one debatable subsidiary motion.

**MAIN MOTION:**

I move that our chapter organize a district novice parliamentary procedure competitive event.

**REQUIRED MOTIONS:**

Raise a Question of Privilege

Previous Question

**Amend**

Point of Order

*HIGHLIGHTED AND BOLDED MOTION IS YOUR REQUIRED MOTION.*

- Required motion must be demonstrated by the officer that the motion is assigned to for points to be scored. If the assigned motion is used by another officer it must be properly renewed again if allowed by the assigned officer to score points.
- Judges will score all member debates, only the top three debates per team member will impact final team score.
- If the privileged motion recess is adopted, members must stay at their officer stations and may not talk or signal each other.
- Four of the six participants on the floor will be assigned a required motion. The motion will be marked in bold

print and underlined on their cards to indicate the motion assigned.

- The demonstration including the opening and closing ceremonies will not exceed 13 minutes. (Penalties will be assessed see starting at 13:01).
- A time clock or time card will be provided so that the team can see. The clock will count up from zero minutes starting with opening ceremonies (signaled to begin by two taps of the gavel by the president) and stop when closing ceremonies are completed. If a time clock is not used, the timekeeper will signal the team with large cards at the elapsed times of nine and 11 minutes.
- Judges will ask one oral question (which may contain one to two parts) per participant. Oral questions will be predetermined and related to the permissible motions, general purposes of parliamentary procedure or officer duties and responsibilities. The same set of questions will be used for each team in each flight of the event. Separate sets of questions will be developed for each round of the event.
- **Main Motion:**
  - There is no pre-determined list of main motions. Main motions are determined annually by the event superintendent and must be developed for any of the three divisions of the chapter program of activities, which includes grow leaders, build communities and strengthen agriculture.
- Official dress is highly recommended.
- The order of business will begin at the conclusion of opening ceremonies and will begin with the consideration of new business (other items normally on the order of business are not to be considered). After opening ceremonies are completed, a member on the floor will gain recognition and state the main motion which will not be assigned to any particular officer.
- The motion to adjourn is not allowed. Closing ceremonies must be performed.
- Rubric should be used to determine the ranking of teams for each round.
- Point of order and parliamentary inquiry may be used with no point deduction, if not listed on the motion card when used appropriately. Use of other motions not listed on the motion card have no point value and will result in a point reduction not to exceed 20 points per instance.

## TIEBREAKERS

- Presentation — Debate
- Written Exam — Team Total

## Awards

Awards will be presented to teams based upon their rankings at State FFA Convention.



# Judges Rubric Worksheet

	WRITTEN TEST	OPENING CEREMONY	DEBATE	ORAL QUESTIONS	INDIVIDUAL TOTAL
President	(25)	(15)	**( 45)	(10)	(95)
Vice President	(25)	(15)	(45)	(10)	(95)
Secretary	(25)	(15)	(45)	(10)	(95)
Treasurer	(25)	(15)	(45)	(10)	(95)
Reporter	(25)	(15)	(45)	(10)	(95)
Sentinel	(25)	(15)	(45)	(10)	(95)
Advisor	(25)	(15)	(45)	(10)	(95)
<b>INDIVIDUAL TOTALS</b>	(175)	(105)	(315)	(70)	(665)
Required Assigned Motions	(4)	(50)	(65) (50) (20)		(200)
Conclusions Reached		(65)			
Team Voice, Poise, Expression		(50)			
Closing Ceremony		(20)			
<b>TEAM TOTAL</b>					(335)
Deductions for parliamentary errors range from 5-25 points** per error depending on the severity					
Opening Ceremonies Errors -1 point deduction per missed or added word during the opening and closing ceremony – Maximum of 15 points total per officer					
Deductions for overtime The time penalty is 2 points per second over 13 minutes.					
<b>TOTAL POINTS</b>					<b>(1000)</b>

\*\*These points are distributed based on the chair's ability to preside.

## Rules for the Permissible Motions

Standard Descriptive Characteristics (see current edition of Robert's Rule of Order, Newly Revised)

MOTION NAMES, CLASS <sup>1</sup> AND PURPOSES	INTERRUPT SPEAKER?	SECOND NEEDED?	DEBATABLE?	AMENDABLE?	VOTE NEEDED?
<b>CLASS: Privileged Motions (Deals with special matters of immediate or overriding importance to the business of the assembly)</b>					
<b>Recess</b> (Provides a brief break)	No	Yes	No	Yes <sup>2</sup>	Majority
<b>Raise a Question of Privilege</b> (Asks an urgent question regarding rights and privileges of the assembly)	Yes	No	No	No	No vote. Chair rules
<b>CLASS: Subsidiary Motions (Aids the assembly in handling or disposing of a main motion)</b>					
<b>Previous Question</b> (Closes debate and goes directly to a vote and prevents the making of subsidiary motions listed on this table)	No	Yes	No	No	Two-thirds
<b>Postpone Definitely</b> (Puts off further consideration of the main motion to a later time, not beyond the next regular scheduled meeting if within a quarterly interval)	No	Yes	Yes	Yes	Majority (Two-Thirds if made a Special Order)
<b>Commit or Refer</b> (Refers the motion to a committee)	No	Yes	Yes	Yes	Majority
<b>Amend</b> (Proposes to change a motion)	No	Yes	Yes <sup>3</sup>	Yes	Majority
<b>Postpone Indefinitely</b> (Rejects or kills the main motion)	No	Yes	Yes	No	Majority
<b>CLASS: Main Motions (Introduces new business to the assembly)</b>					
<b>Main Motions</b> (Introduce new business to the assembly)	No	Yes	Yes	Yes	Majority

MOTION NAMES, CLASS <sup>1</sup> AND PURPOSES	INTERRUPT SPEAKER?	SECOND NEEDED?	DEBATABLE?	AMENDABLE?	VOTE NEEDED?
<b>CLASS: Incidental Motions (Related to the pending business and must be decided immediately)</b>					
<b>Parliamentary Inquiry</b> (Allows a member to ask a question related to parliamentary law or the rules of the organization)	Yes	No	No	No	No vote. Chair answers
<b>Division of the Assembly</b> [Requires a standing (rising) vote]	Yes	No	No	No	No vote. Demand
<b>Point of Order</b> (Requests that the rules be enforced)	Yes	No	No	No	No vote. Chair usually rules <sup>4</sup>

1. *Motions that bring a question again before the assembly are not required for this event.*
2. *Amendable with respect to the length of the recess*
3. *Debatable if applied to a debatable motion*
4. *Assembly decides by a majority vote if the chair does not want to make a ruling.*

## Deductions for Parliamentary Procedure Errors

The table below shows the recommended deductions that judges will use for parliamentary procedure errors. If a parliamentary procedure error is made and a point of order is called at the time of the infraction and promptly ruled on by the chair correctly, points should not be deducted. “Members” are the team members other than the chair.

PARLIAMENTARY PROCEDURE ERRORS	Severity of Point	Point Deduction
<b>VIOLATIONS RELATED TO USING A MOTION IMPROPERLY</b>		
Postpone Indefinitely (when qualified. e.g., a time is given)	****	
Parliamentary Inquiry (when used to ask another member a question)	***	
Raise a Question of Privilege (when used to ask a question of another member or ask a question related to parliamentary procedure)	***	
<b>VIOLATIONS RELATED TO THE CHAIR</b>		
Improper use of the gavel	*	
Referring to him/herself in the first person (e.g., “I”)	*	
Failing to announce results of vote	*	
Not obtaining a second before stating or putting the motion	**	
Not calling for a negative vote	**	
Failing to call for debate on a debatable motion	**	
Ignoring a member requesting the floor	**	
Taking a hand vote after a Division of the Assembly has been called	**	
Taking a voice vote on a motion that requires a two-thirds vote	**	
Failing to take a vote on a motion	***	
Taking an incorrect vote (e.g., majority when two-thirds required or vice versa)	***	
Stating a personal opinion	****	
Not giving preference in recognition to maker of motion if he/she has not debated	**	
Not giving preference in recognition to member who has not debated	**	
Not alternating debate between those opposed and those in favor of a motion (if known)	*	

PARLIAMENTARY PROCEDURE ERRORS	Severity of Point	Point Deduction
Neglecting to notify members to be seated after taking a standing (rising) vote	*	
Arbitrarily stopping debate	**	
Not completing all steps in the announcement of the vote.	**	
<b>VIOLATIONS RELATED TO AMENDMENTS</b>		
Adding words to middle (instead of end) of motions	*	
Striking words that result in incomplete wording for main motion	*	
Inserting “not” to make the motion a negatively worded motion	*	
Making an amendment that is not germane	**	
Amending a non-amendable motion	****	
Making a third-degree (tertiary) amendment	****	
<b>VIOLATIONS RELATED TO MOTIONS</b>		
Chair not restating the motion as it was moved by a member	*	
Member incorrectly stating a motion (e.g., “I motion that...”, using incorrect postpone, etc.)	*	
Chair restating motion before it receives a second	**	
Taking up a motion out of the order of precedence	****	
Member makes an assigned motion in the wrong class (e.g., the assigned privileged motion to Recess is made when no question is pending. It is therefore classified as an incidental main motion)	****	
Member calling out “Question” from his/her seat to stop debate	***	
Member not including special committee size and method of appointing members when making the motion to Commit or Refer	***	
<b>VIOLATIONS RELATED TO DEBATE BY MEMBERS</b>		
Not getting recognized before debating (discussing) a motion	*	
Not addressing debate through the chair	*	
Addressing other members by name	*	
Debating more than two (2) times on a single motion	**	

PARLIAMENTARY PROCEDURE ERRORS	Severity of Point	Point Deduction
Debating against a motion they moved	**	
Debating a non-debatable motion	****	
Debate not germane	***	
Debating a motion after it is adopted (e.g., debating an amendment after it is adopted while the main motion it is applied to is immediately pending)	***	

*NOTE: STAR RANKING SYSTEM\* = LEAST AMOUNT OF DEDUCTION TO \*\*\*\* = GREATEST AMOUNT OF DEDUCTION*

# Agriculture, Food and Natural Resources Content Standards

Measurement Assessed	Where measured in event	Standards Addressed
<b>CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.</b>		
CRP.01.01.01.a. Define personal responsibility and distinguish how it applies in workplace and community (e.g., make educated choices, listen and follow directions, ask for help when needed, meet expected standards, etc.).	Event Exam – Officer Responsibilities Event Exam – Conduct of Meetings Event Exam – Parliamentary Procedure Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions Participants Total Score	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.01.01.b. Analyze and predict how personal responsibility impacts the workplace and community.	Event Exam – Officer Responsibilities Event Exam – Conduct of Meetings Event Exam – Parliamentary Procedure Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions Participants Total Score	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.01.02.a. Distinguish personal levels of responsibility, which can be applied in the workplace and community.	Event Exam – Officer Responsibilities Event Exam – Conduct of Meetings Event Exam – Parliamentary Procedure Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions Participants Total Score	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.01.02.b. Assess personal level of responsibility and examine opportunities for improvement.	Event Exam – Officer Responsibilities Event Exam – Conduct of Meetings Event Exam – Parliamentary Procedure Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions Participants Total Score	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5

Measurement Assessed	Where measured in event	Standards Addressed
		CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.</b>		
CRP.01.02.01.a. Classify the near- and long-term impacts of personal decisions on self and others (e.g., decisions involving health, relationships, money, perceptions, education, etc.).	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.</b>		
CRP.01.03.02.a. Identify civic service opportunities in workplaces and the community (e.g., organizations, fundraising, etc.).	Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.03.02.b. Assess available civic service opportunities at workplaces and in the community (e.g., community events, attend meetings, etc.).	Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.</b>		
CRP.02.01.01.b. Assess workplace problems and identify the most appropriate academic knowledge and skills to apply.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.02.01.01.c. Apply academic knowledge and skills to solve problems in the workplace and reflect upon the results achieved.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.02.01.02.b. Assess community problems and identify the most appropriate academic knowledge and skills to apply.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4



Measurement Assessed	Where measured in event	Standards Addressed
		CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.02.01.02.c. Apply academic knowledge and skills to solve problems in the community and reflect upon results achieved.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.</b>		
CRP.02.02.01.c. Apply technical concepts to solve problems in the workplace and reflect upon the results achieved.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Oral Questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.02.02.02.c. Apply technical concepts to solve problems in the community and reflect upon results achieved.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Oral Questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</b>		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Demonstration – Chair Person Demonstration – Debate Demonstration – Oral Questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Demonstration – Chair Person Demonstration – Debate Demonstration – Oral Questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Demonstration – Chair Person Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4

Measurement Assessed	Where measured in event	Standards Addressed
Demonstration- C, D, OC, OQ		CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Demonstration – Chair Person Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.</b>		
CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations.	Event Exam – Officer Responsibilities Event Exam – Conduct of Meetings Event Exam – Parliamentary Procedure Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions Participants Total Score	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Oral Questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.</b>		
CRP.06.01.b. Synthesize information, knowledge and experience to generate ideas for workplace and community situations.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.06.03. Performance Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.</b>		
CRP.06.03.01.b. Assess and communicate the risks and benefits of applying new ideas and innovations to the workplace and community.	Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6

Measurement Assessed	Where measured in event	Standards Addressed
CRP.06.03.02.a. Identify individuals and organizations (i.e., stakeholders) that need to provide input and feedback on new ideas or innovation prior to implementation in the workplace or community.	Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.</b>		
CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations. Total event all areas	Event Exam – Officer Responsibilities Event Exam – Conduct of Meetings Event Exam – Parliamentary Procedure Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions Participants Total Score	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
CRP.08.01.02.a. Examine and identify opportunities to apply reason, logic and multiple perspectives to solve problems in workplace and community situations.	Event Exam – Officer Responsibilities Event Exam – Conduct of Meetings Event Exam – Parliamentary Procedure Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions Participants Total Score	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.</b>		
CRP.08.02.02.b. Apply decisions-making processes to generate possible solutions to solve workplace and community problems.	Event Exam – Parliamentary Procedure Demonstration – Debate Demonstration – Oral Questions	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.</b>		
CRP.08.03.02.a. Identify and analyze the elements of a plan for solving workplace and community problems (e.g., budget, timeline, etc.).	Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).</b>		

Measurement Assessed	Where measured in event	Standards Addressed
CRP.09.01.02.c. Model characteristics and actions of ethical and effective leaders in workplace and community situations (e.g., integrity, self-awareness, etc.).	Demonstration – Chair Person Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.09.02. Performance Indicator: Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).</b>		
CRP.09.02.02.a. Examine personal management skills (e.g., time management, prioritizing, setting goals, etc.) that are individually implemented and demonstrated in workplace and community.	Event Exam – Officer Responsibilities Event Exam – Conduct of Meetings Event Exam – Parliamentary Procedure Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate Demonstration – Opening and Closing Ceremonies Demonstration – Oral Questions Participants Total Score	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.12.01. Performance Indicator: Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.</b>		
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Demonstration – Chair Person Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6
<b>CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).</b>		
CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.	Demonstration – Chair Person Demonstration – Required Motions Demonstration – Debate	CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.3 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6