Conduct of Chapter Meeting Leadership Development Event Handbook

Revised 2023

Purpose & Objectives

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 on 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.
- With the recommendation of the National FFA Board of Directors, all national FFA programs have incorporated these standards to guide the direction and content of program materials and activities. Refer to Appendix A in the handbook for a complete list of the measurable activities that participants will carry out in this event.

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

Washington FFA Rules:

- Team members must be FFA members of a chapter in good-standing at time of qualification.
- 7, 8, and 9th graders may compete in Conduct of Chapter. Once a team member competes at the state level, on a state winning team; they may not compete again.
- There will be a sub-state and state finals round of demonstrations.
- Team make-up: Each team will consist of six members from the same chapter. Members will fulfill the duties of president, vice president, secretary, treasurer, reporter, and sentinel. An adult will be selected in each room of competition to act in the role of "advisor" during competition.
- The exam will consist of 25 questions and exam scores will be used to seed teams into the preliminary rounds, which will follow the seeding pattern used in the Parliamentary Procedure contest.
- The maximum presentation time will be 12 minutes. A deduction of two points/second for every second over 12 minutes will be assessed. Example: 12:05 =10 point deduction.
- Team members will take the written exam one time. Exam score will be used as part of the team score in each of the three rounds.
- Written exam questions and answers and oral questions should only relate to and include those motions that are permissible for the Conduct of Chapter Meeting event.

National FFA 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.

- It is highly recommended that participants wear FFA Official Dress for this event.
- Teams must be selected at a state or interstate career/leadership development event held between the immediate previous national FFA convention and prior to the national FFA convention in which they are participating. States that qualify more than one year out must request and submit a written waiver for approval by the certification deadline.
- Team members must be FFA members at time of qualification.
- There will be a preliminary, semi-final and final round of demonstrations.
- Team members will take the written exam one time. Exam score will be used as part of the team score in each of the three rounds.
- Exam scores will be used to seed teams into the preliminary rounds.

Event Format

The event will consist of four activities. The written exam will be completed individually and the rest of the activities will consist of all team members. The four activities are:
- Written examination
- A 12-minute team presentation
- Oral questions following the presentation

Equipment

Participants will be Provided:
- Gavel and officer station symbols
- Blank note paper
- Event digital timers
- American and FFA flags
- Two sharpened No. 2 pencils

Stage Set:
- Two tables with six chairs
- A time clock in center front of stage
- A time clock in center front of stage

Team Activities

Team Presentation (905 Points-includes 150 points for individual exams)
- 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.
- 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                          │
└─────────────────────────────────────────┘
```

- 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 12 minutes. A deduction of two points/second for every second over 12 minutes will be assessed. Example: 12:05 = 10-point deduction.
- A time clock or timecard 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 LDE coordinator 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.
- 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 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.

Individual Activities

WRITTEN EXAM (25 Points)

- 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 (possible test answers should only list permissible motion answers as well)
    - Order of Business

Scoring

RANKING

Judges' ranking will be used to place teams. Teams will be ranked in numerical order based on the final score (with written test added in) to be determined by each judge without consultation. The judges' ranking of each team then shall be added, and the winner will be that team whose total ranking is the lowest. (Low rank method of selection where a rank of "1" is assigned to the highest place team, "2" to the second-place team, etc.)

TIEBREAKERS

1. Written Exam-Team Total
2. Presentation-Team Debate Score Total

References

When the time set for opening the meeting arrives, the president, after quietly arranging for any necessary officer substitutions, rises, raps for attention, secures order and proceeds as indicated below. The other officers rise as called upon by the vice president and remain standing until seated by the president. There will be no penalty for referring to members by name rather than office.

Opening a Meeting

President: "The (meeting room, banquet hall, etc.) will come to order. We are now holding a meeting of the_____(chapter name, district name, etc.) FFA_____(chapter, district, etc.). Mr./Mdm. Vice President, are all officers at their stations?"

Vice President: (Rises and faces the president) "I shall call the role of officers, determine if they are at their stations and report back to you, Mr./Mdm. President."

Vice President: (Calling roll of officers) "The sentinel."

Sentinel: "Stationed by the door."

Vice President: "Your duties there?"

Sentinel: "Through this door pass many friends of the FFA. It is my duty to see that the door is open to our friends at all times and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the president in maintaining order."

Vice President: "The reporter."

Reporter: "The reporter is stationed by the flag."

Vice President: "Why by the flag?"

Reporter: "As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to the Virgin Islands and from the state of Maine to Hawaii."

Vice President: "The treasurer."

Treasurer: "Stationed at the emblem of Washington."

Vice President: "Your duties there?"

Treasurer: "I keep a record of receipts and disbursements just as Washington kept his farm accounts—carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent."

Vice President: "The secretary."

Secretary: "Stationed by the ear of corn."

Vice President: "Your duties there?"

Secretary: "I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet."

Vice President: "The advisor."

Advisor: "Here by the owl."

Vice President: "Why stationed by the owl?"

Advisor: "The owl is a time-honored emblem of knowledge and wisdom. Being older than the rest of you, I am asked to advise you from time to time, as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom.

"Mr./Mdm. Vice President, why do you keep a plow at your station?"

Vice President: "The plow is the symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meetings in the absence of our president, whose place is beneath the rising sun."

Advisor: "Why is the president so stationed?"

Vice President: "The rising sun is the token of a new era in agriculture. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation. Mr./Mdm. President, all officers are at their stations."

President: (Rises and faces the vice president) "Thank you, Mr./Mdm. Vice President." (All take seats at tap of gavel.) "The secretary will call the roll of members."

Secretary: "There are six members and numerous guests present, Mr./Mdm. President."

President: "Thank you. FFA members, why are we here?" (All members stand at three taps of gavel.)

All members in unison: "To practice brotherhood, honor agricultural opportunities and responsibilities and develop those qualities of leadership which an FFA member should possess." (All are seated at one tap of gavel.)

President: "May we accomplish our purposes. I now declare this meeting of the
_____(chapter name, district name, etc.) FFA_____(chapter, district, etc.) duly opened for the transaction of business, or attention to any matters which may properly be presented."

When the business at hand has been disposed of or an appointed time for closing has arrived, the procedure is as indicated below.

<u>Closing the Meeting</u>

President: "Mr./ Mdm. Secretary, do you have a record of any further business which should now be transacted?"

Secretary: (Rises, replies and is seated.) "I have none, Mr./Mdm. President."

President: "Does any member know of any new or unfinished business which should properly come before this meeting? (If no answer, proceed as follows.)

"We are about to adjourn this meeting of the_____ (chapter name, district name, etc.) FFA_____(chapter, district, etc.). As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone and, above all, honest and fair in the game of life. Fellow members and guests, join me in a salute to our flag." (Taps three times with gavel to call members to stand, face the flag at the reporter's station and, with their right hands over their hearts, repeat the following salute.)

All in unison: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

President: "I now declare this meeting adjourned." (Tap once with gavel, and the meeting is adjourned.)

Judges Scoring Rubric

Conduct of Chapter Meetings Leadership Development Event

Opening Ceremonies	Discussion (60 pts. max./member, 20 pts. max/debate) Excellent 15-20 pts., Good 10-14 pts., Average 5-9 pts., Poor 0-4 pts.						Debate Total	Individual Question (10 pts ea.)	Individual Totals	Pts. Poss.
	10 Pts/ Member	Main Motion	Postpone Indefinitely	Amend	Commit or Refer	Postpone Definitely				
Sentinel										/80
Treasurer										/80
Reporter										/80
President		Chair motion handling scored below								/20
Secretary										/80
Vice President										/80
								Team Exam Score		/150
Officer Assigned										
Required Motion										
Technical Correctness Maker of the motion (Worded correct, permissible)	/30		/30		/30		/30			/120
Disposal of the Motion (Team disposed of the motion correctly)	/10		/10		/10		/10			/40
Chair (Processing the motion)	/20		/20		/20		/20			/80
Chair Ability to Preside (Voice & disposal of motions)										/30
Conclusions Reached	Main motion was thoroughly analyzed. Conclusions reached were consistent with debate on the motion, as was voting.									/20
TEAM voice, poise and expression	Members spoke clearly with appropriate pitch, pace, enunciation and grammar. They showed confidence through professional demeanor, eye contact, etc. They spoke with conviction with appropriate emphasis and body language.									/20
Closing Ceremonies	Total number of errors in closing ceremonies (deduct 1 point per error from the total closing ceremonies score, may be a negative number based on total errors)									/15
Time Deduction	Time penalty -2 pts per second over 12 minutes									
Procedural Deductions	Parliamentary errors 5-25 pts, (refer to guide, list deductions in comments)									
Comments:								TEAM TOTAL:		/895

Rules for the Permissible Motions

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

MOTION NAMES, CLASS[1] AND PURPOSES	INTERRUPT SPEAKER?	SECOND NEEDED?	DEBATABLE?	AMENDABLE?	VOTE NEEDED?
CLASS: Privileged Motions (Deals with special matters of immediate or overriding importance to the business of the assembly)					
Recess (Provides a brief break)	No	Yes	No	Yes[2]	Majority
Raise a Question of Privilege (Asks an urgent question regarding rights and privileges of the assembly)	Yes	No	No	No	No vote. Chair rules
CLASS: Subsidiary Motions (Aids the assembly in handling or disposing of a main motion)					
Previous Question (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
Postpone Definitely (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)
Commit or Refer (Refers the motion to a committee)	No	Yes	Yes	Yes	Majority
Amend (Proposes to change a motion)	No	Yes	Yes[3]	Yes	Majority
Postpone Indefinitely (Rejects or kills the main motion)	No	Yes	Yes	No	Majority
CLASS: Main Motions (Introduces new business to the assembly)					
Main Motions (Introduce new business to the assembly)	No	Yes	Yes	Yes	Majority

CLASS: Incidental Motions (Related to the pending business and must be decided immediately)

MOTION NAMES, CLASS[1] AND PURPOSES	INTERRUPT SPEAKER?	SECOND NEEDED?	DEBATABLE?	AMENDABLE?	VOTE NEEDED?
Parliamentary Inquiry (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
Division of the Assembly [Requires a standing (rising) vote]	Yes	No	No	No	No vote. Demand
Point of Order (Requests that the rules be enforced)	Yes	No	No	No	No vote. Chair usually rules4

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
VIOLATIONS RELATED TO USING A MOTION IMPROPERLY		
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)	***	
VIOLATIONS RELATED TO THE CHAIR		
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.	**	
VIOLATIONS RELATED TO AMENDMENTS		
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	****	
VIOLATIONS RELATED TO MOTIONS		
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	***	
VIOLATIONS RELATED TO DEBATE BY MEMBERS		
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

AFNR Content Standards

Measurement Assessed	Where measured in event	Standards Addressed
CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.		
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
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.		
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
CRP.01.03. Performance Indicator: Identify and act upon opportunities for professional and civic service at work and in the community.		
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
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.		
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
CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.		
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
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.		
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
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.		
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
CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.		
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
CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.		
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
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.		
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
CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.		
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
CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.		
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
CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.		
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
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.).		

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
CRP.09.02. Performance Indicator: Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).		
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
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.		
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
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.).		
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