New Mexico FFA

Conduct of Chapter Meetings

Leadership Development Event

CONDUCT OF CHAPTER MEETINGS

(Revised 11/09/2023)

PURPOSE

The purpose of the FFA Conduct of Chapter Meeting Leadership Development Event is to introduce seventh-, eigth-, and ninth-grade FFA members to parliamentary procedure as they learn how to conduct efficient meetings and build their communication skills.

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 different agrisciences, marketing strategies, safe food production regulations, and 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 the Agriculture, Food and Natural Resources (AFNR) Cluster Skills and Career Readiness Practice 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 participants will carry out in this event.

OBJECTIVES

Students will be able to:
1. Demonstrate correct use of FFA opening and closing ceremonies.
2. Demonstrate parliamentary procedure to conduct an orderly and efficient meeting.
3. Communicate and participate effectively as team members.
4. Demonstrate critical thinking and teamwork for effective decision-making.

COMMON CORE REFERENCES

7th Grade:
CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

8th Grade:
CCSS.ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

9th-10th Grade:
CCSS.ELA-Literacy.SL.9-10.1d 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.

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.

1. Team members must be enrolled in the seventh, eighth, or ninth grade at the time of qualification. (10th graders can compete if they are in their first year of agricultrue education

2. Team members must be FFA members at the time of qualification.

3. The state competition will have two preliminary rooms when eight or more teams are registered, with two teams from each room advancing to a finals round. The final round will be open to the public.

4. Team members will take the written exam one time. Exam scores will be used as part of the team score in each round.

5. Exam scores will be used to seed teams into the preliminary rounds.

6. Contestants may not participate in both the Greenhand and Chapter Parliamentary Procedure Contest in the same year.

7. The State Career Development Event will be open to any eligible teams. There will be no district qualifying events.

8. The advisor shall not consult with the team after beginning the event.

9. Official FFA dress is to be worn during all rounds of the event.

10. Official judges for the State Parliamentary Procedure Career Development Event will be:

    Judges: Minimum of three scoring.

    Timekeeper: One judge will serve as timekeeper.

    Questioner: One judge will serve as questioner.

11. The Conduct of Chapter Meetings Leadership Development event will be open to FFA members grades 7-10 who are enrolled in an Agricultural Education class. A seventh or eighth grader may participate more than once. Tenth graders may participate if they are enrolled in their first Agricultural Education class.

12. Audience may be allowed at the discretion of each team's advisor.
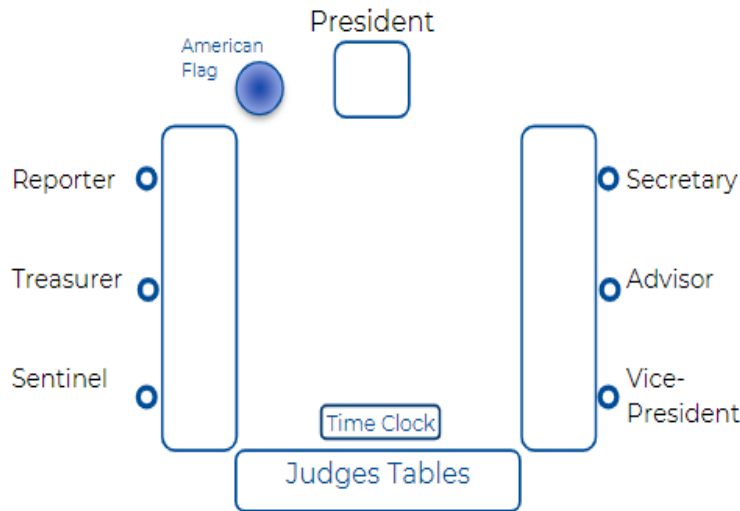
EVENT FORMAT

Equipment
Materials the student needs to provide:
- Two sharpened No. 2 pencils.

Materials provided by the event include:
- Gavel and office station symbols.
- Blank paper
- Event digital times
- American Flag

Room Set-Up

Written Exam
Twenty-five questions (one point per question; 25 points per member; 175 total team points, 30-minute time limit)

- Officer duties (FFA Manual): Approximately three questions

- Parliamentary procedure: Approximately 22 questions

   ▪ Permissible motions

   ▪ Order of business

Presentation Opening Ceremonies
(10 points/member; 70 points/team)
- Voice

- Poise

- Expression

Presentation--Team Demonstratoin
Team members will demonstrate five of the permissible parliamentary procedure motions listed below. Event officials will select motions to be demonstrated in each flight of the event.

   o Privileged Motion
   - Raise a question of privilege
   - Recess
   - Adjourn
   o Subsidiary Motions
   - Previou Question
   - Postpone Definietly
   - Commit or refer
   - Amend
   - Postpone Definietly

o Main Motion
o Incidental Motions
- Parliamenatry inquiry
- Division of the Assembly
- Point of Order

Presentation — Closing Ceremonies
(15 points; 10 for the president, five for the secretary)

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. Non-judge-directed restarts will be counted as a 15-point error or one point per repeated word, whichever is less. Members may get a negative score. (Official FFA Manual)

- When asked to call the roll of members, the Secretary will state, "There are seven members and numerous guests present, Mr./Mdm. President or President Last Name."

Oral Questions
- Judges will ask one oral question (which may contain one to two parts) per participant. Verbal questions will be predetermined and related to the permissible motions, general purposes of parliamentary procedure, or officer duties and responsibilities. Oral questions may not necessarily relate to the motion a member was assigned in their presentation.

EVENT PROCEDURES

- The room will be pre-set with a lectern, tables, chairs, station markers, and a timer before the event. All teams will use identical room sets provided by the event committee. Actual meeting room sets will be provided during the team orientation meeting before the event.

- All participants will be provided paper to take notes during the entire demonstration. Pencils must be provided by the team. No outside materials, other than pencils, will be allowed during the presentation.

- Participants will have one minute to read their cards silently and take notes immediately before their demonstration. Team members may not mark or write on the cards and may not confer or signal each other during the one minute or 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 on the next page) with the main motion and the five required motions from the list of permissible motions. No other motions may be used. However, a point of order, division of the assembly, and parliamentary inquiry may be used if 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 five required motions will be a minimum of one debatable subsidiary motion.

- An assigned motion will receive full points for technical correctness if it is permissible when made and stated in accordance with Roberts Rules of Order: Newly Revised by the member. If a motion is not brought before the assembly by the assigned member, no points can be earned by the chair or the assembly.

- Handling of the motion by the chair and disposal of the motion by the assembly are scored separately on the scorecard.

ADVISOR   National Prelim. A
                                 DO NOT MARK ON THIS CARD

MAIN MOTION: I move that the chapter officers do a parliamentary procedure demonstration for the faculty.

REQUIRED MOTIONS:
Amend
Recess
Division of the Assembly
Postpone Definitely

- The required motion must be demonstrated by the officer to whom the motion has been assigned for points to be scored. Other than the assigned main motion, motions must be demonstrated as privileged, subsidiary, or incidental motions. Incidental main motions are not permitted. If the assigned motion is used by another officer, it must be properly renewed again, if allowed, by the assigned officer to score points. If a motion is not brought before the assembly by the assigned member, no points can be earned by the chair or the assembly.

- Judges will score all member debates, but only the top three permissible debates per team member will impact the final team score. No points will be awarded for debates on motions that are out of order, for more than two debates on a motion, or for undebatable motions.

- If the privileged motion recess is adopted, members must stay at their officer stations and may not talk or signal to each other.

- Five 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.

- Members will be recognized by the chair using their officer titles, not their names. The chair will be penalized for not recognizing officers by their titles.

- The demonstration, including the opening and closing ceremonies, will not exceed 14 minutes. (Penalties will be assessed starting at 14:01).

- A time clock or time card will be provided so that the team can see it. The clock will count down from one minute for preparation time and 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 10 and 12 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 arise from one of the three divisions of the chapter program of activities, which include growing leaders, building communities, and strengthening agriculture.

- Official dress is required.

- The order of business will begin after 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.

- Closing ceremonies must be performed.

- The rubric should be used to determine the ranking of teams for each round.

- Division of assembly, point of order, and parliamentary inquiry may be used with no point deduction if not listed on the motion card when used appropriately. Except for the three motions listed above, the use of other motions not listed on the motion card have no point value and will result in a point reduction of 50 points per instance.

SCORING Guidelines

A. Guidelines for Scoring Debate (60 points per member)

1. It is essential that each judge observes and maintains consistent criteria in scoring debate for the duration of the event.

2. Judges must overlook personal opinions and beliefs and score debates in an unbiased manner. All debate should be scored at the time it is delivered.

3. Each time a participant in the presentation discusses a debatable motion which is in order at the time of the debate, they may earn a score. However, only the top three debates per member will be tabulated in the presentation score. Only the first two debates per member per motion will be tabulated.

Characteristics of Effective Debate

1. Characteristics of effective debate include the member's ability to state his or her position, provide reason(s) supporting his or her position and tell or encourage the delegation how to vote. The delivery of the debate will include:

2. Completeness of thought

3. Logical reasoning

4. Clear statement of the speaker's position

5. Conviction of delivery

6. Concise and effective statement of debate.

   GOOD DEBATE (15–20 points)

   AVERAGE DEBATE (8–14 points)

   POOR DEBATE (0–7 points)

B. Guidelines for Scoring the Chair

The chair is evaluated by his or her ability to preside and his or her leadership.

Processing of motions (20 points/ea)

The processing of motions includes the ability of the chair to process a motion as presented by the membership in harmony with the form and examples presented in the current edition of Roberts Rules of Order: Newly Revised. Motions and statements by the chair should follow the language as closely as possible, as stated in RONR.

Ability to preside(30 points)

The ability to preside includes the use of voice and inflection to aid in the handling of business, following rules of debate, keeping members informed, putting motions to a vote, announcing results of votes, using the gavel, and maintaining awareness of business on the floor. A suggested grading scale is as follows:

   Excellent: 26–30 points.
   Good: 20–25 points.
   Poor: 0–19 points.

C. Guidelines for Scoring Teams (40 pts)
Conclusions reached by team (20 points):

    The main motion was well analyzed, which may include answering who, what, when, where, why and how, as well as the disposal of the main motion (passing, failing, or committing).

Team voice, poise, and epxression (20 pts)

    The degree to which debate was convincing, logical, realistic, orderly, efficient, and free from repetition. This includes voice, poise, expression, grammar, gestures, and professionalism.

D. Guidelines for Scoring the Chair
Technical Correctness--Maker of the Motion (30 points/motion)

    Was the motion made using the verbiage as presented in Roberts Rules of Order: Newly Revised (RONR)? Did the maker of the motion make the motion when it was permissible? Please note that personal preferences should be avoided; please refer to RONR's Form and Example sections for each permissible motion's correct verbiage. Full points should be awarded if the motion follows RONR and is permissible when made. Deductions should only be made in this section for technical errors in verbiage or permissibility made by the member in their making of the motion.

TIEBREAKERS

Tiebreakers for teams will be:
1. Presentation--Debate
2. Written Exam--Team Total

Sample Greenhand Parliamentary Law Topics

SAE Activities	Food for America
Fund Raising Activities	FFA Convention – State, National
Program of Activities	Recreational Activities
PALS Activities	Field Trips
MFE/ALD or equivalent	Gift Purchases
Equipment Purchases – FFA, Shop Greenhouses	FFA Installations
CDE Competition – Individual, District, State	FFA Banquet
FFA Weekly Activities	Leadership Contests
County/State Fairs	

REFERENCES

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to ma of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

- The official text will be the 12th edition of Robert's Rules of Order Newly Revised.

Additional references may include:
- Official FFA Manual

- FFA Student Handbook

- American Institute of Parliamentarians (Available on Amazon)—
  - o Here is the Answer! What is the question?
  - o Presiding: You Can Do It.

- National Association of Parliamentarians Body of knowledge found at
  http://www.parliamentarians.org/wp- content/uploads/2015/05/BOK-Booklet3-a.pdf

- Dunbar's Parliamentary Procedure Resources are available from the
  Parliamentary Procedure Instructional Materials Center,
  https://www.dunbarparlipro.com

- Past National FFA Event Exams and Oral Questions, available at FFA.org at no cost
  https://ffa.app.box.com/s/jmuac2sx7kyr4jdt3edn98cjfcxelnxs

- Past National FFA Event Finals Recordings (available at FFA.org at no cost)
  https://www.ffa.org/ffa-video-center/cde-lde-finals-hall/#ParliamentaryProcedures

Judges Scoring Rubric

Conduct of Chapter Meetings Leadership Development Event

Opening Cemonies	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)	Individual Totals	Pts. Poss
10 Pts/Member	Main Motion	Postpone Indefinitely	Amend		Commit or Refer	Postpone Definitely	Adjourn				
Sentinel											/80
Treasurer											/80
Reporter											/80
President	Chair Motion handling scored Below										/20
Secretary											/80
Advisor											/80
Vice President											/80

Team Exam Score /175

Officer Assigned (fill in)							
Required Motion (fill In)							
Technical Correctness Maker of the motion (Worded correct, permissible)	/30	/30	/30	/30	/30	/30	/180
Disposal of the Motion (Team disposed of the motion correctly)	/10	/10	/10	/10	/10	/10	/60
Chair (Processing the motion)	/20	/20	/20	/20	/20	/20	/120
Chair Ability to Preside (Voice & disposal of motions)							/30
Conclusion Reached	The main motion was thoroughly analyzed. Conclusions reached were consistent with the 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 14 minutes						
Procedural Deductions	Parliamentary errors 5-25 pts (refer to guide, list deductions in comments)						

COMMENT:

Team TOTAL: /1120

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 the 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 regularly scheduled meeting if within a quarterly interval.)	No	Yes	Yes	Yes	Majority (Two-thirds if made a Special Order)
Commit or Refer (Refers to 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)					

Motion Names, Class[1] And Purposes	Interrupt Speaker?	Second Needed?	Debatable?	Amendable?	Vote Needed?
Main Motion (Introduce new business to the assembly)	No	Yes	Yes	Yes	Majority
CLASS: Incidental Motions (Related to the pending business and must be decided immediately)					
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 rules[4]

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 Common Parliamentary Procedure Errors

The table below shows 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 Error	Point Deduction
Violations Related To Using A Motion Improperly		
Postpone Indefinitely (when qualified. e.g., a time is given)	****	20
Parliamentary Inquiry (when used to ask another member a question)	***	15
Raise a Question of Privilege (when used to ask a question of another member or ask a question related to parliamentary procedure)	***	15
Violations Related To The Chair		
Improper use of the gavel	*	5
Referring to him/herself in the first person (e.g., "I")	*	5
Failing to announce the results of the vote	*	5
Not obtaining a second before stating or putting the motion.	**	10
Not calling for a negative vote.	**	10
Failing to call for debate on a debatable motion	**	10
Ignoring a member requesting the floor	**	10
Taking a hand vote after a Division of the Assembly has been called	**	10
Taking a voice vote on a motion that requires a two-thirds vote	**	10
Failing to take a vote on a motion	***	15
Taking an incorrect vote (e.g., majority when two-thirds required or vice versa)	***	15
Stating a personal opinion	****	20
Not giving preference in recognition to the maker of a motion if he/she has not debated and has risen for recognition by the chair.	**	10
Not giving preference in recognition to the member who has not debated.	**	10
Not alternating debate between those opposed and those in favor of a motion (if known)	*	5
Neglecting to notify members to be seated after taking a standing (rising) vote	*	5
Arbitrarily stopping debate	**	10
Not completing all steps in the announcement of the vote.	**	10

PARLIAMENTARY PROCEDURE ERRORS	Severity of Error	Point Deduction
Violations Related To Amendments		
Adding words to the middle (instead of the end) of motions	*	5
Striking words that result in incomplete wording for the main motion	*	5
Inserting "not" to make the motion a negatively worded motion	*	5
Making an amendment that is not germane	**	10
Amending a non-amendable motion	****	20
Violations Related To Motions		
The chair did not restate the motion as it was moved by a member.	*	5
Member incorrectly stating a motion (e.g., "I motion that," using incorrect postpone, etc.)	*	5
Chair restating motion before it receives a second	**	10
Taking up a motion out of the order of precedence	****	20
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.)	****	20
Member calling out "Question" from his/her seat to stop debate.	***	15
Member not including special committee size and method of appointing members when making the motion to Commit or Refer	***	15
Violations Related To Debate By Members		
Not getting recognized before debating (discussing) a motion.	*	5
Not addressing debate through the chair.	*	5
Addressing other members by name	*	5
Debating more than two times on a single motion	****	20
Debating against a motion, they moved.	**	10
Debating a non-debatable motion	****	20
Debate not germane	***	15
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)	***	15

Note: star ranking system = least amount of deduction to **** = greatest amount of deduction*

Agriculture, Food and Natural Resources Content Standards

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
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 – Chairperson 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 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 – Chairperson 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 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 – Chairperson 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 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 – Chairperson 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 CCSS.ELA-Literacy.SL.9-10.6
CRP.01.01.02.c. Model personal responsibility in workplace and community situations.	Demonstration – Chairperson 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 CCSS.ELA-Literacy.SL.9-10.6

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
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 – Chairperson 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 – Chairperson 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 – Chairperson 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 – Chairperson 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

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
		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 – Chairperson 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 – Chairperson 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 – Chairperson 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 – Chairperson 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 – Chairperson 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 – Chairperson 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 CCSS.ELA-Literacy.SL.9-10.6

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Demonstration – Chairperson 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 – Chairperson 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 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 – Chairperson 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 – Chairperson 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
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

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
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 – Chairperson 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 CCSS.ELA-Literacy.SL.9-10.6
CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build 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 – Chairperson 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 – Chairperson 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