

Appendix A: AFNR Career Cluster Content Standards-  
**Parliamentary Procedures**

|  | Performance Measurement Levels  | Event Activities Addressing Measurements | Related Academic Standards              |
|--|---|--|---|
| CS.01.01. Performance Indicator: Action: Exhibit the skills and competencies needed to achieve a desired result.                         |   |  | Social Studies: 4d and 4h               |
|  | CS.01.01.01.c. Work independently and in group settings to accomplish a task.   | presentation                             |   |
|  | CS.01.01.03.c Implement an effective project  | presentation                             |   |
|  | CS.01.01.04.b. Use appropriate and reliable resources to complete an action   | exam, problem solving                    |   |
|  | CS.01.01.05.a. Assess the physical, financial and professional risks associated with a  | presentation                             |   |
|  | CS.01.01.06.b. Assign project parts equitably amongst team members to achieve   | presentation, problem solving            |   |
| CS.01.02. Performance Indicator: Relationships: Build a constituency through listening, coaching, understanding and appreciating others. |   |  | Language Arts: 12<br>Social Studies: 4h |
|  | CS.01.02.01.c. Demonstrate human relation skills including compassion, empathy, unselfishness, trustworthiness, reliability and being friendly to co-workers. | presentation                             |   |
|  | CS.01.02.02.c. Engage others in conversations to respond to an obstacle when completing a   | presentation                             |   |
|  | CS.01.02.04.b. Establish team ground rules for expected individual behaviors on the   | presentation                             |   |
| CS.01.03. Performance Indicator: Vision: Establish a clear image of what the future should look like.                                    |   |  | Social Studies: 4a, 4d and 4h           |
|  | CS.01.03.02.c. Create a plan of action to complete a task based on a conceptualized idea.   | presentation                             |   |
|  | CS.01.03.05.c. Lead a meeting or activity that engages all participants in the process.   | presentation                             |   |
| CS.01.04. Performance Indicator: Character: Conduct professional and personal activities based on virtues.                               |   |  | Social Studies: 4c and 4f               |
|  | CS.01.04.03.b. Assess the alternative outcome of specific actions.  | presentation                             |   |
|  | CS.01.04.04.c. Demonstrate respect for others.  | presentation                             |   |
|  | CS.01.04.05.a. Practice self-discipline.  | presentation                             |   |
|  | CS.01.04.06.a. Describe the benefits of serving others.   | presentation                             |   |

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| CS.01.05. Performance Indicator: Awareness: Desire purposeful understanding related to professional and personal activities.                                |   | Language Arts: 1<br>Social Studies: 1e, 4e, 10b and 10j |
|   | CS.01.05.01.c. Articulate current issues that are important to the local, state, national and global communities. | presentation  |
|   | CS.01.05.02.c. Perform leadership tasks associated with citizenship.  | presentation  |
| CS.01.06. Performance Indicator: Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.         |   | Science: A4<br>Language Arts: 8<br>Social Studies: 4h   |
|   | CS.01.06.03.c. Use problem solving strategies to solve a professional or personal issue.                          | presentation, problem solving                           |
| CS.02.02. Performance Indicator: Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.           |   | Language Arts: 12<br>Social Studies: 1e                 |
|   | CS.02.02.02.a. Demonstrate proper conduct and appearances for various settings.                                   | presentation  |
|   | CS.02.02.03.b. Exhibit the behaviors needed for developing and maintaining a professional relationship.           | presentation  |
| CS.02.03. Performance Indicator: Professional Growth: Develop awareness and apply skills necessary for achieving career success.                            |   | Language Arts: 12<br>Social Studies: 4a                 |
|   | CS.02.03.03.c. Demonstrate employability skills for a specific career.  | presentation, exam                                      |
| CS.02.04. Performance Indicator: Mental Growth: Demonstrate the effective application of reasoning, thinking and coping skills.                             |   | Math: 6C<br>Science: A4<br>Language Arts: 4 and 8       |
|   | CS.02.04.01.c. Demonstrate critical and creative thinking skills while completing a task.                         | presentation, problem solving                           |
|   | CS.02.04.02.c. Implement effective problem solving strategies.  | problem solving   |
|   | CS.02.04.03.c. Demonstrate the skills needed to negotiate with others.  | presentation  |
| CS.02.05. Performance Indicator: Emotional Growth: Demonstrate healthy responses to one's feelings.   |   | Social Studies: 4a                                      |
|   | CS.02.05.03.c. Exhibit self-confidence while in the workplace.  | presentation, questions                                 |
| CS.02.06. Performance Indicator: Spiritual Growth: Reflect inner strength to allow one to define personal beliefs, values, principles and sense of balance. |   | Social Studies: 4c and 4f                               |
|   | CS.02.06.02.c. Demonstrate respect and sensitivity to others' beliefs.  | presentation  |

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| CS.03.01. Performance Indicator: Communication: Demonstrate oral, written and verbal skills.   |   | Language Arts: 4, 5 and 12                                       |
|  | CS.03.01.01.c. Demonstrate technical and business writing skills to communicate effectively with  | minutes, problem solving   |
| CS.03.02. Performance Indicator: Decision Making –Analyze situations and execute an appropriate course of action.                        |   | Science: A1 and A5<br>Social Studies: 1c and 4h                  |
|  | CS.03.02.01.c. Make decisions for a given situation by applying the decision-making process.      | presentation, problem solving                                    |
|  | CS.03.02.02.c. Use problem-solving skills.  | problem solving  |
|  | CS.03.02.03.b. Practice ethical behaviors.  | presentation   |
| CS.03.03. Performance Indicator: Flexibility / Adaptability: Describe traits that enable one to be capable and willing to accept change. |   | Science: A2, A6 and E2<br>Language Arts: 7<br>Social Studies: 8a |
|  | CS.03.03.02.a. Select the appropriate process to initiate effective change for a given situation. | presentation, problem solving                                    |
|  | CS.03.03.03.c. Respond to feedback to improve a situation, skill or performance.                  | questions  |

## Appendix B: Related Academic Standards- Parliamentary Procedures

National academic standards for mathematics, science, English language arts and social studies related to this event are reported below. The statements are based on information in reports of the respective associations/organizations in the academic areas. Some adjustment of numbering was done to facilitate the process of alignment with the standards that have been developed in the pathways of the Agriculture, Food and Natural Resources (AFNR) Career Cluster.

The approach was to determine the presence of alignment between the content standards, expectations, or thematic strands of the four academic areas and the performance indicators of the AFNR Standards. Supporting statements have been included to clarify content of the respective content standards, expectations, or thematic strands. The statements were initially developed independently by the respective organizations and, therefore, are not parallel in wording and presentation. Occasionally minor editing was done to adjust the background or stem of a statement but not the statement itself.

### Mathematics

#### 6. Standard and Expectations: Problem Solving

6C. Apply and adapt a variety of appropriate strategies to solve problems.

### Science

#### A. Content Standard: Science as an Inquiry

A1. Identify questions and concepts that guide scientific investigation.

A2. Design and conduct scientific investigations.

A4. Formulate and revise scientific explanations and models using logic and evidence.

A5. Recognize and analyze alternative explanations and models.

A6. Communicate and defend a scientific argument.

#### E. Content Standard: Science and Technology

E2. Understanding about science and technology.

### English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.