



CONNECTIONS™

www.connectionsprogram.org

HIGH SCHOOL MULTICULTURAL ENVIRONMENTAL LEADERSHIP
PROGRAM

2016 - 2017

CTS COURSE and CREDIT INFORMATION FOR PRINCIPALS AND TEACHERS



RBC Foundation



Human Rights
Education and
Multiculturalism
Fund



Contact: George Taven - Program Manager
CONNECTIONS Program
(587) 581-1867
gtaven@seedsconnections.org

Revised March 2012 (2016)

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CONNECTIONS™ Program Information for Principals and Teachers

The goal of the CONNECTIONS™ program is to provide high school students with an immersion opportunity that creates a better understanding of the multicultural nature of our schools and society. The program provides students with the opportunity to connect with students from all over Alberta, and learn new ways of thinking about cultures that are unfamiliar to them.

During this process leadership skills are developed in cross-cultural understanding, race relations, anti-racism, discrimination, stereotyping and environmental stewardship.

In order to maximize the impact of the program and students' success, it is important that they complete both the pre-trip and post-trip components.

With the newly developed and expanded Alberta CTS (Career and Technology Studies) Curriculum, there are now several options available for offering the CONNECTIONS™ Program for credit at your school. The supporting materials that we will provide you will help to ensure the success of your students and the lasting impact of the program on your school. Offering students the option of earning CTS credits is entirely at the discretion of each participating school.

The following CTS information package includes:

- A. An optimal course bundle
- B. Possible alternatives to the course bundle for students with conflicting credits
- C. CTS supporting materials for optimal course bundle including course rubrics, components, and outcomes.

A. Optimal Course Bundle of Career and Technology Studies (CTS) Courses

Students enrolled in the CONNECTIONS™ Program have the opportunity to gain 5.0 credits for the program. Two of these credits will come from a combination of the pre-trip work and onsite component. One credit will come strictly from the onsite. Two credits can be earned for completing the project and online work after the program is completed. The work for these two credits will begin onsite and end after the program.¹

In order for students to earn these credits, they will need to be evaluated by the sponsoring teacher from your school. Students do not have to earn credits for the program or complete all of the credits associated with the program. It is *encouraged* that they complete ALL components of the CONNECTIONS™ Program for maximum benefit to themselves and to your school.

¹ There is flexibility in how students achieve the outcomes of the rubrics. Most students will meet the outcomes as they are addressed on the course rubrics but some students due to time constraints and other course loads may need some extra time. Questions about how these materials can be adjusted to meet the individual needs of your students can be answered while at the onsite portion of the program or earlier by contacting CONNECTIONS™

Below is the optimal course bundle that students will gain credit for through the successful completion of the CONNECTIONS™ Program.

CTS Module	Connections Course Component
Perspectives on Interpersonal Relationships (HSS 2030)	pre-trip/onsite
Leadership Fundamentals I (HSS 1080)	pre-trip/onsite
Introduction to Stewardship (ENS 1010)	onsite
HSS Project A (HSS 1910)	onsite/post-trip
Speaking and Presenting (HSS 1090)	post-trip

B. Possible Alternatives to the Course Bundle for Students with Conflicting Credits

The updated CTS curriculum provides the opportunity for flexibility and there is the possibility that some students will already have some of the credits that are offered for the program. If this is the case, there are possible alternative courses/modules that can be offered in place of these conflicting credits. Listed below are the possibilities for alternative courses. The most ideal fits are on the left and the ones that may require additional assignments or variations in some pieces of the program are further on the right.

Optimal CTS Module	Possible Alternatives- <i>Listed with best fit to the left</i>			
<i>Perspectives on Interpersonal Relationships (HSS 2030)</i>	Controversy and Change (LGS 3060)*			
<i>Leadership Fundamentals I (HSS 1080)</i>	Leadership Fundamentals II (HSS 2080)	Leadership Fundamentals III (HSS 3080)		
<i>Introduction to Stewardship (ENS 1010)</i>	Living with the Environment (ENS 1040)	Environmental Health and Safety (ENS 2040)	Environmental Ethics (ENS 2050)	Energy and the Environment (ENS 3040)
<i>HSS Project A (HSS 1910)^</i>	HSS Project B **	HSS Project C **	HSS Project D ***	HSS Project E***
<i>Speaking and Presenting (HSS 1090)</i>	Digital Presentation (INF 1070)			

*students' pre-trip work may vary slightly

**must be connected to one HSS course/module at the 20 level (ex HSS 2080 or HSS 2030)

***must be connected to one HSS course/module at the 30 level (ex HSS 3080)

^^in the unlikely event that students have conflicts for all stated project modules we will work it out case by case.

CONNECTIONS™
Program

Career and
Technology Studies

ENS 1010:
Introduction to
Stewardship

Course
Materials

ENS 1010: Course Outcomes:

Description: Students develop an understanding of the social, economic and political significance of environmental stewardship by creating a personal definition of environmental stewardship and examine the historical context of environmental stewardship.

Outcomes: The student will:

	Element of the program that addresses this outcome*		
	Pre-Trip	Onsite experience (specify which)**	Post-Trip Reflectio
1. define environmental stewardship		Activity B, C** onsite outdoor experiences (Activity C is ungraded)	
1.1 define environmental stewardship based on research and legislation		Activity B, C** onsite outdoor experiences (Activity C is ungraded)	
1.2 analyze personal experiences and interests in environmental stewardship; e.g., personal inventory		Activity B, C** onsite outdoor experiences (Activity C is ungraded)	
1.3 create a definition based on personal experience and relationship with the natural and built environment		Activity B, C** onsite outdoor experiences (Activity C is ungraded)	
2. describe ways in which human intervention has affected the environment	Activity A	Activity B, C** onsite outdoor experiences (Activity C is ungraded)	
2.1 identify environmental factors influenced by human intervention; e.g., land-use practices, soil, water and air quality, wildlife habitat and natural areas	Activity A	Activity B, C** onsite outdoor experiences (Activity C is ungraded)	
2.2 analyze and describe one or more justifications for human intervention; e.g., compare and contrast philosophies of conservation and preservation, declining reserves, environmental impact	Activity A	Activity B, C** onsite outdoor experiences (Activity C is ungraded)	
3. describe the nature of and approaches and areas of interest in environmental stewardship	Activity A	Activity B, C** onsite outdoor experiences (Activity C is ungraded)	
3.1 describe the historic and global development of environmental stewardship since the mid 19 century	Activity A		
3.2 describe the implementation of legislation and policies that impact environmental stewardship provincially, nationally and internationally	Activity A		
3.3 discuss different cultural views with regard to environmental stewardship; e.g., First Nations, Métis and Inuit, French Canadian, immigrant populations	Activity A		
3.4 describe various social, economic and political impacts of environmental stewardship	Activity A		
4. demonstrate basic competencies	Activity A		
4.1 demonstrate fundamental skills to:	Activity A		
4.1.1 communicate	Activity A		
4.1.2 manage information	Activity A		
4.1.3 use numbers	Activity A		
4.1.4 think and solve problems	Activity B		
4.2 demonstrate personal management skills to:	Activity B		
4.2.1 demonstrate positive attitudes and behaviours	Activity B		
4.2.2 be responsible	Activity B		
4.2.3 be adaptable	Activity B		
4.2.4 learn continuously	Activity B		
4.2.5 work safely	Activity B		
4.3 demonstrate teamwork skills to:	Activity B		
4.3.1 work with others	Activity B		
4.3.2 participate in projects and tasks	Activity B		
5. make personal connections to the cluster content and processes to inform possible pathway choices			
5.1 completely update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences	Activity B		
5.2 create a connection between a personal inventory and occupational choices	Activity B		

ENS 1010: Introduction to Stewardship

Marking Rubrics

There may be some questions about marking the materials in the pre-trip portion of the “Habitat in the Balance” program (Activity A). Please feel free to contact the CONNECTIONS™ Program Coordinator with any questions that you may have. There will be onsite support for marking these materials.

Teacher’s note: The “Activity A” marking rubric breaks each perspective down for marking. Students should read and report on all seven perspectives to gain full credit for ENS 1010 (the SEEDS website suggests that students examine two perspectives to prepare for the town hall. Please note the discrepancy)

Student Evaluation

Student name: _____

Activity	Grade	Weighted Grade	Totals
Activity A <u>Pre-Trip</u> Online (assignment #2 in CONNECTIONS™ pre-trip package)	/36	_____ x 0.50 =	
Activity B <u>Onsite</u> Related Discussion(s) and Town Hall Meeting	/20	_____ x 0.50 =	
Grade			/100%

Activity A: Pre-trip Online (50% of grade)

*****assignment #2 in CONNECTIONS pre-trip package*****

	4	3	2	1
Historical Perspective /4	Information clearly relates to the guiding question(s). It includes several supporting details and/or examples.	Information clearly relates to the guiding question(s). It provides 1-2 supporting details and/or examples.	Information clearly relates to the guiding question(s). No details and/or examples are given.	Information has little or nothing to do with the guiding question(s).
Scientific Perspective /4	Information clearly relates to the guiding question(s). It includes several supporting details and/or examples.	Information clearly relates to the guiding question(s). It provides 1-2 supporting details and/or examples.	Information clearly relates to the guiding question(s). No details and/or examples are given.	Information has little or nothing to do with the guiding question(s).
Technological Perspective /4	Information clearly relates to the guiding question(s). It includes several supporting details and/or examples.	Information clearly relates to the guiding question(s). It provides 1-2 supporting details and/or examples.	Information clearly relates to the guiding question(s). No details and/or examples are given.	Information has little or nothing to do with the guiding question(s).
Environmental Perspective /4	Information clearly relates to the guiding question(s). It includes several supporting details and/or examples.	Information clearly relates to the guiding question(s). It provides 1-2 supporting details and/or examples.	Information clearly relates to the guiding question(s). No details and/or examples are given.	Information has little or nothing to do with the guiding question(s).
Economic Perspective /4	Information clearly relates to the guiding question(s). It includes several supporting details and/or examples.	Information clearly relates to the guiding question(s). It provides 1-2 supporting details and/or examples.	Information clearly relates to the guiding question(s). No details and/or examples are given.	Information has little or nothing to do with the guiding question(s).
Social/Cultural Perspective /4	Information clearly relates to the guiding question(s). It includes several supporting details and/or examples.	Information clearly relates to the guiding question(s). It provides 1-2 supporting details and/or examples.	Information clearly relates to the guiding question(s). No details and/or examples are given.	Information has little or nothing to do with the guiding question(s).
Political Perspective /4	Information clearly relates to the guiding question(s). It includes several supporting details and/or examples.	Information clearly relates to the guiding question(s). It provides 1-2 supporting details and/or examples.	Information clearly relates to the guiding question(s). No details and/or examples are given.	Information has little or nothing to do with the guiding question(s).
Communication /4	No grammatical, spelling or punctuation errors. Information is very organized with titles and subheadings.	Almost no grammatical, spelling or punctuation errors Information is organized with titles.	A few grammatical spelling, or punctuation errors. Information is organized, but subheadings are not detailed or well-constructed.	Many grammatical, spelling, or punctuation errors. The information appears to be disorganized
Completeness /4	All question(s) are addressed and answered with at least 2 sentences about each.	All question(s) are addressed and most question(s) answered with at least 2 sentences about each.	All question(s) are addressed, and most question(s) answered with 1 sentence about each.	One or more question(s) were not addressed.
/36				

Activity B: Onsite Related Discussion(s) and Town Hall Meeting (50% of grade)

	4	3	2	1
Defines Stewardship /4	Environmental stewardship was clearly understood based on prior research and a well-defined position was taken on the choices given for consideration at the town hall.	Environmental stewardship was clearly understood and presented, yet some details of students' position were not yet fully developed.	Environmental stewardship was understood yet a position was not clearly stated.	Inadequate understanding of environmental stewardship was displayed. No position was evident.
Analysis /4	Student compares and contrasts the benefits and problems of each perspective in detail. Student logically updates and justifies position based on points given throughout the discussion.	Student compares and contrasts the benefits and problems of each perspective. Student updates position based on points given throughout the discussion. Some detail may be lacking.	Student discusses perspectives. Student takes a position but does not change with new information. Detail lacking.	Student does not discuss perspectives. Conversation is inadequate or irrelevant to perspectives being analyzed.
Personal Experiences /4	Student clearly identifies, appropriately, their own position on environmental stewardship, using personal experience and research to justify this position.	Student clearly identifies their own position on environmental stewardship based on personal experience.	Student vaguely defines a position on environmental stewardship. Does not justify position.	Student takes no position on the issue. No personal experiences noted.
Listening and preparation /4	Student always listens attentively and makes frequent references to digital notebook/notes to aid in full participation in the discussion.	Student listens attentively and makes some references to digital notebook/notes to aid in full participation in the discussion.	Student is attentive but may not refer to digital notebook/ notes during the discussion.	Student is inattentive and does not have or refer to digital notebook/ notes related to the discussion at hand.
Effort /4	Student consistently volunteers to share knowledge with class.	Student frequently volunteers to share knowledge with class.	Student occasionally volunteers to share knowledge with class.	Student never volunteers to share knowledge with class.
/20				

The impact of development in the Arctic

Stakeholder points of view:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Elder concerned citizens 2. World conservation organization members 3. Ethical investment managers 4. Aboriginal business group members | <ol style="list-style-type: none"> 5. Pipeline company executives 6. Northwest Territories Government officials 7. Tuktoyaktuk council members 8. LNG ship company executives |
|---|---|

As a member of family group # ____,

I need to understand the point of view of the _____

Using the Habitat in the Balance Website, find information under the following topics so that you can really understand your stakeholder’s point of view about the impact on the Arctic of developing and transporting gas.

	advantages / + effects	disadvantages / - effects	other points and questions
From “ <u>Situation</u> ”- impact of development			

<p>From "Background" <u>Resource</u></p>			
<p><u>Historical</u> - past events, decisions, and actions,</p>			
<p><u>Scientific</u> - knowledge about the natural world,</p>			

<p><u>Technological</u> - plans and practical solutions,</p>			
<p><u>Environmental</u> - how people interact with nature</p>			
<p><u>Economic</u> - details of financial considerations</p>			

<p><u>Societal</u> - how people interact with each other</p>			
<p><u>Political</u> - the way people govern themselves.</p>			

Use the information you have learned.

- Review your notes you have made.
- Decide which one of these three options is the best choice for Arctic natural gas development and transportation from the point of view of the stakeholder you represent.
- Also consider why the other options are not as good.

If you wish to use other information as well, please do.

<u>OPTIONS</u>	<u>REASONS</u>
1.refuse to have natural gas extracted	
2.move natural gas by underground pipeline	
3.move liquefied natural gas (LNG) by ship	

Is there other information you need to understand to make the best decision? What do you need to know more about?

CONNECTIONS™
Program

Career and
Technology Studies

HSS 2030:
Perspectives on
Interpersonal
Relationships

Course
Materials

HSS 2030: Course Outcomes

1.8.3 courtesy	Activity D	
1.8.4 organization	Activity D	
1.8.5 respectful attitude	Activity D	
1.8.6 friendliness	Activity D	
1.8.7 willingness to learn new skills	Activity D	
1.9 evaluate personal relationships in terms of positional and personal authority and leadership roles, including:	Activity D	
1.9.1 relationships in which personal leadership or authority exists	Activity D	
1.9.2 relationships in which another person has an authority or leadership role	Activity D	
1.10 evaluate how technology can enhance or cause conflict in relationships	Activity D	
2. examine conflicts that exist in relationships	Activity D	All
2.1 define conflict and conflict management	Activity D	
2.2 differentiate between a problem and a conflict based on selected criteria, including:	Activity D	
2.2.1 presence of overt or covert anger levels	Activity D	
2.2.2 consistent behaviour causing challenges with productivity or performance or affecting the relationships and emotions of others	Activity D	
2.2.3 blaming	Activity D	
2.2.4 personal issue(s)	Activity D	
2.2.5 vulnerabilities due to conflict and interdependent relationships	Activity D	
2.3 discuss examples of types of conflict, including:	Activity D	
2.3.1 interpersonal conflict	Activity D	
2.3.2 intergroup conflict	Activity D	
2.3.3 peer conflicts; e.g., related to cliques	Activity D	
2.3.4 intrapersonal conflicts	Activity D	
2.4 compare methods of managing problems and conflicts	Activity D	
2.5 summarize common types and causes of conflict in all types of relationships, including:	Activity D	
2.5.1 situational conflicts	Activity D	
2.5.2 personality differences	Activity D	
2.5.3 power struggles	Activity D	
2.5.4 differences of opinion, perspectives or goals	Activity D	
2.5.5 differing expectations	Activity D	
2.5.6 conflicting world views and beliefs	Activity D	
2.5.7 communication difficulties	Activity D	
2.5.8 stress and illness	Activity D	
3. demonstrate strategies for managing conflict positively in all types of relationships	Activity D	
3.1 demonstrate strategies for determining the existence and extent of a problem or conflict, including:	Activity D	
3.1.1 gathering information, including facts and examples, to be sure of accuracy	Activity D	
3.1.2 differentiating between a symptom and a problem or conflict	Activity D	
3.1.3 evaluating the size of the problem or conflict, considering its complexity and impact	Activity D	
3.2 compare various strategies for managing problems or conflicts; e.g., procrastination, denial, avoidance, compromise	Activity D	

HSS 2030: Course Outcomes

3.3 demonstrate effective strategies for preventing problems or conflicts, including:	Activity D
3.3.1 early intervention	Activity D
3.3.2 avoiding labeling, stereotyping and bias	Activity D
3.3.3 making constructive personal changes where possible and appropriate	Activity D
3.3.4 walking away from a fight	Activity D
3.3.5 changing the subject	Activity D
3.3.6 refocusing a conversation to the positive	Activity D
3.3.7 controlling reactive responses and emotions	Activity D
3.4 describe the importance of considering an appropriate time and place for resolving a conflict, including:	Activity D
3.4.1 limiting distractions, including physical and mental	Activity D
3.4.2 allowing enough time	Activity D
3.4.3 meeting physical comforts first (e.g., hunger, temperature, fatigue)	Activity D
3.4.4 considering the need for privacy	Activity D
3.4.5 ending a meeting by booking another meeting if necessary to effectively resolve the conflict	Activity D
3.5 demonstrate strategies for communicating successfully to resolve and/or manage conflicts, including:	Activity D
3.5.1 clarifying issue first and acknowledging personal perceptions and biases	Activity D
3.5.2 practising raising the problem, including role-playing with a third party if necessary	Activity D
3.5.3 approaching the other person directly and tactfully to suggest a time and place for a conversation	Activity D
3.5.4 agreeing on a definition of the problem and acknowledging its history	Activity D
3.5.5 acknowledging the opposing points of view politely	Activity D
3.5.6 setting limits that both parties agree to keep regarding topics and personal attacks	Activity D
3.5.7 focusing on the problem or conflict, not the person or emotions	Activity D
3.5.8 making points, not speeches, and describing examples	Activity D
3.5.9 explaining the impact of conflict on feelings and well-being	Activity D
3.5.10 acknowledging responsibility for role in the conflict	Activity D
3.5.11 listening without interrupting	Activity D
3.5.12 identifying common ground	Activity D
3.5.13 exploring strategies to resolve the conflict through negotiation and/or compromise	Activity D
3.5.14 agreeing on a solution to implement and establishing expectations clearly	Activity D
3.5.15 adapting SMART (specific, measurable, attainable, realistic and timely) goal-setting where appropriate	Activity D
3.5.16 implementing the solution	Activity D
3.5.17 evaluating the plan to resolve the conflict	Activity D
3.5.18 modifying the plan based on evaluation	Activity D
3.6 summarize the role of mediation in resolving difficult conflicts	Activity D
3.7 outline community resources available to assist individuals experiencing conflict in a variety of settings	Activity D
3.8 summarize situations in which conflicts require legal and/or professional help, including:	Activity D
3.8.1 conflicts regarding issues of abuse	Activity D
3.8.2 conflicts in which individual safety or well-being is threatened or discussed	Activity D

HSS 2030: Course Outcomes

3.8.3 conflicts in which criminal activity is suspected or revealed			Activity D
4. demonstrate basic competencies	All		Activity D
4.1 demonstrate fundamental skills to:	All		Activity D
4.1.1 communicate	All		Activity D
4.1.2 manage information	All		Activity D
4.1.3 use numbers	All		Activity D
4.1.4 think and solve problems	All		Activity D
4.2 demonstrate personal management skills to:	All		Activity D
4.2.1 demonstrate positive attitudes and behaviours	All		Activity D
4.2.2 be responsible	All		Activity D
4.2.3 be adaptable	All		Activity D
4.2.4 learn continuously	All		Activity D
4.2.5 work safely	All		Activity D
4.3 demonstrate teamwork skills to:	All		Activity D
4.3.1 work with others	All		Activity D
4.3.2 participate in projects and tasks	All		Activity D
5. make personal connections to the cluster content and processes to inform possible pathway choices	All		Activity D
5.1 complete/update a personal inventory, e.g., interests, values, beliefs, resources, prior learning and experiences	All		Activity D
5.2 create a connection between a personal inventory and occupational choices			Activity D

HSS 2030: Perspectives on Interpersonal Relationships
 Marking Rubrics

This is the marking material that supports the majority of the pre-trip work (with the exception of the SEEDS Foundation’s Habitat in the Balance program covered by ENS 1010) and the onsite group discussions about diversity and discrimination for the CONNECTIONS™ program. This includes: completion of the pre-trip diversity survey, all pre-trip online discussions, onsite Wednesday discussions and activities. ²

Student Evaluation

Student name: _____

Activity	Grade	Weighted Grade	Totals
Activity A <u>Pre-trip</u> Online Survey-assignment #1 in CONNECTIONS™ pre-trip work.	Complete or incomplete	_____ x 0.05 (5% of grade)	=
Activity B <u>Pre-trip</u> School Diversity Survey-assignment #3 in CONNECTIONS™ pre-trip work.	/7	_____ x 0.05 (5% of grade)	=
Activity C <u>Pre-trip</u> Online Discussions.	/24	_____ x 0.40 (40% of grade)	=
Activity D <u>Onsite</u> Wednesday Discussions and Activities (see footnote 1).	/20	_____ x 0.50 (50% of grade)	=
Grade			/100%

² Referring to “Slang Revolution”, “Aboriginal Perspectives”, and subsequent discussions relating to this activity. If students do not meet the outcomes for activity D by the end of the Wednesday discussions, there will be many other opportunities throughout the week to meet these outcomes.

Activity A: Pre-trip Online Survey (5% of course grade)

-Assignment #1 in CONNECTIONS™ pre-trip work.

Completed on date: _____

Activity B: Pre-trip School Diversity Survey (5% of course grade)

-Assignment #3 in CONNECTIONS™ pre-trip work.

	4	3	2	1
Methodology /Results /4	Math is shown and is correct. Rationale for methodology is well thought-out and thorough.	Math is shown and is correct. Rationale and methodology are thought-out but lacking in detail.	Percentage is included with no work shown. Rationale and methodology are thought-out but lacking in detail.	Percentage is included OR rationale is included.
Comments /3		Comments are made in a manner that is in-depth and reflective.	Comments are made in a manner that is reflective. Detail is lacking.	Comments are made.
_____/7				

Activity C: Pre-Trip Online Discussions (40% of course grade)

-Online discussions are under “discussions” on d2l. Students should copy, paste, and print their discussions from d2l and hand in to their sponsoring teacher before the residential component of the program.

	4	3	2	1
Critical Thinking (x 2) /8	Rich in content; insightful analysis and evaluation. Clear connections are made to both real life situations and/or previous content in the discussion thread.	Evidence of analysis and evaluation. General connections are made but are sometimes too obvious or not clear.	Information is weak and general. An attempt at analysis and evaluation is made. Connections are limited and/or vague.	Basic and superficial. Little analysis or evaluation. Little or no connections with other material made.
Contributions (x 2) /8	Provides relevant responses to discussion topics and makes meaningful contributions to discussion threads. Interacts with respect. Asks thoughtful questions of other group members in discussions.	Provides relevant responses to discussion topics and makes meaningful contributions to discussion threads. Interacts with respect.	Provides responses to discussion topics and makes contributions to discussion threads.	Makes little or no effort to participate in learning community as it develops. Postings seem indifferent to other posts.
Spelling and Grammar /4	No grammatical errors are made.	A few grammatical errors are made.	Obvious grammatical errors are made. Errors interfere with content.	Obvious grammatical errors are made. Errors make content very difficult to read.
Participation /4	Participated in all required postings.	Participated in most required postings.	Participated in some required postings.	Did not participate in postings.
_____/24				

Activity D: Onsite Wednesday Discussions and Activities (50% of course grade)

	4	3	2	1
Identifies and explains stereotypes in schools and society /4	Clearly identifies stereotypes present in schools and society using specific examples.	Identifies stereotypes present in schools and society using examples.	Identifies some stereotypes present in schools and society.	Does not meet this outcome.
Explains why/how these stereotypes are a problem /4	Clearly explains how why/how stereotypes in schools and society negatively affect individuals and groups using specific examples.	Explains how why/how stereotypes in schools and society negatively affect individuals and groups using examples.	Explains how why/how stereotypes in schools and society negatively affect individuals and groups. Explanation is vague and lacking detail.	Does not meet this outcome.
Recognizes when/why people stereotype others /4	Recognizes and explains circumstances under which people stereotype others using specific examples and personal experiences.	Recognizes and explains circumstances under which people stereotype others.	Recognizes and explains some circumstances under which people stereotype others.	Does not meet this outcome.
Recognizes the need to eliminate stereotype others /4	Recognizes and explains the need to eliminate stereotyping using specific examples and personal experiences.	Recognizes and explains the need to eliminate stereotyping.	Recognizes and explains the need to eliminate stereotyping. Explanation is vague and lacking detail.	Does not meet this outcome.
Explains ways to stop stereotyping /4	Explains ways to stop stereotyping using specific examples and personal experiences. Recognizes effective ways to stop stereotyping taking into account appropriate time and place as well as personal safety.	Explains ways to stop stereotyping using examples.	Explains some ways to stop stereotyping.	Does not meet this outcome.
/20				

CONNECTIONS™
Program

Career and
Technology Studies

HSS 1080:
Leadership
Fundamentals

Course
Materials

HSS 1080: Course Outcomes:

Element of the program that addresses this outcome*		Pre-Trip	Onsite experience (specify which)**	Post-Trip Reflection	Project
Outcomes: The student will:					
1. evaluate the characteristics and qualities of effective leadership based on basic principles of leadership					
1.1	define leadership	Online Discussion			
1.2	describe the characteristics and qualities of effective leaders	Online Discussion			
1.3	describe various types of leadership styles, such as democratic, laissez-faire, transformative, inclusive and authoritarian	Online Discussion			
1.4	evaluate personal leadership characteristics and qualities based on experience within a leadership team	Online Discussion			
2.1	evaluate personal core values	Online Discussion			
2.2	create a personal leadership philosophy such as a mission statement	Online Discussion			
2.3	design at least two SMART (specific, measurable, attainable, realistic, timely) goals for personal leadership development	Online Discussion		Online Discussions	
2.4	identify strategies for achieving goals			Online Discussions	
2.5	evaluate personal leadership development			Online Discussions	
3. evaluate the behaviours, skills and roles that contribute to the effective functioning of a leadership team					
3.1	describe strategies for overcoming challenges and obstacles typically encountered by leaders, including:		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.1.1	conflict resolution		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.1.2	stress management		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.1.3	time management		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.1.4	financial management		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.2 explain behaviours and skills that contribute to the effective functioning and goals of a leadership team					
3.3 demonstrate fundamental leadership behaviours and skills while participating in a specific leadership team, including:					
3.3.1	effective communication skills		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.3.2	interpersonal skills		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.3.3	personal management skills		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.3.4	empowerment of other team members		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.4 explain several different roles and responsibilities often associated with high performing teams					
3.5 negotiate roles and responsibilities with other team members, including defining the scope of responsibilities of team members					
3.6 observe individual team members to identify:					
3.6.1	positive contributions to the team		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
3.6.2	the effective fulfillment of assigned team roles		<i>Leadership Activities-Introduction, Activities, and Debrief*</i>		
4. demonstrate basic competencies					
4.1 demonstrate fundamental skills to:					
4.1.1	communicate	Online Discussions		Online Discussions	
4.1.2	manage information	Online Discussions		Online Discussions	
4.1.3	use numbers	Online Discussions		Online Discussions	
4.1.4	think and solve problems	Online Discussions		Online Discussions	
4.2 demonstrate personal management skills to:					
4.2.1	demonstrate positive attitudes and behaviours	Online Discussions		Online Discussions	

HSS 1080: Course Outcomes:

4.2.2 be responsible	Online Discussions	Online Discussions
4.2.3 be adaptable	Online Discussions	Online Discussions
4.2.4 learn continuously	Online Discussions	Online Discussions
4.2.5 work safely	Online Discussions	Online Discussions
4.3 demonstrate teamwork skills to:		
4.3.1 work with others		<i>Leadership Activities-Introduction, Activities, and Debrief</i>
4.3.2 participate in projects and tasks		<i>Leadership Activities-Introduction, Activities, and Debrief</i>
5. make personal connections to the cluster content and processes to inform possible pathway choices		<i>Leadership Activities-Introduction, Activities, and Debrief</i>
5.1 complete/update a personal inventory, e.g., interests, values, beliefs, resources, prior learning and experiences		<i>Leadership Activities-Introduction, Activities, and Debrief</i>
5.2 create a connection between a personal inventory and occupational choices		<i>Leadership Activities-Introduction, Activities, and Debrief</i>

HSS 1080: Leadership Fundamentals
 Marking Rubrics

Student Evaluation

Student name: _____

Activity	Grade	Weighted Grade	Totals
Activity A Pre-trip Online Discussion and Tuesday <u>Onsite</u> Leadership Discussions	/16	_____ x 0.25 (25% of grade)	=
Activity B Tuesday <u>Onsite</u> Leadership Activities	/16	_____ x 0.25 (25% of grade)	=
Activity C <u>Onsite</u> General Discussions and Informal Interactions with Peers throughout the Week	/16	_____ x 0.25 (25% of grade)	=
Activity D Post-trip Online Discussions	/16	_____ x 0.25 (25% of grade)	=
Grade			/100%

Activity A: Pre-trip Online Discussion and Onsite Tuesday Leadership Discussions (25% of course grade)³

	4	3	2	1
Defines leadership /4	Leadership is clearly defined and understood. In-depth examples are provided.	Leadership is clearly defined and understood.	Leadership is defined. Some details missing.	Inadequate understanding of leadership was displayed.
Characteristics and qualities of leaders /4	Student clearly identifies and describes the characteristics and qualities of effective leaders. In-depth examples are provided.	Student clearly identifies and describes the characteristics and qualities of effective leaders.	Student identifies and describes some characteristics and qualities of effective leaders.	Student does not display an understanding of characteristics and qualities of effective leaders.
Leadership styles /4	Student clearly differentiates between leadership styles by comparing and contrasting the characteristics of each style. In-depth details and examples are provided.	Student differentiates between leadership styles by comparing and contrasting the characteristics of each style. Details and examples are provided.	Student differentiates between leadership styles by comparing and contrasting the characteristics of each style. Details and examples are missing.	Student does not differentiate between leadership styles.
Personal leadership characteristics /4	Student evaluates their own leadership style by clearly identifying and describing their own personal leadership qualities. In-depth details and examples are provided.	Student evaluates their own leadership style by identifying and describing their own personal leadership qualities. Details and examples are provided.	Student evaluates their own leadership style by identifying and describing their own personal leadership qualities. Details and examples are missing.	Student does not evaluate their own leadership style.
/16				

³ Students will begin the discussion about leadership characteristics online pre-trip. Teachers can evaluate this discussion and/or the onsite discussions that we have around leadership characteristics throughout the week (particularly on Tuesday before the specific leadership activities).

Activity C: Onsite General Discussions and Conduct throughout the Week (25% of course grade)

	4	3	2	1
Problem Solving /4	Develops in-depth and logical solutions to problems faced throughout the week. Effectively communicates information to others.	Develops solutions to problems faced throughout the week. Communicates this information to others.	Occasionally develops solutions to problems and communicates this information to others.	Does not problem solve or communicate effectively.
Attitude /4	Shows respect to all group members and goes out of the way to include all members at all times. Gives recognition and encouragement to all team members.	Shows respect to all group members and tries to include all team members in throughout the onsite program; Gives recognition and encouragement to team members.	Shows respect to all group members and tries to include all team members in throughout the onsite program.	Does not show respect to all group members or try to include other team members in onsite program.
Effort /4	Makes frequent attempts to engage all group members throughout the onsite portion of the program. Participates enthusiastically in all activities throughout the week.	Makes attempts to engage all group members. Participates enthusiastically in all activities throughout the week.	Participates in all activities throughout the week.	Does not try to participate in many activities throughout the week.
Team Work /4	Encourages, motivates, and works well with other people. Seeks and respects the opinions of others. Demonstrates willingness and ability to collaborate with other people.	Works well with other people. Seeks and respects the opinions of others. Demonstrates willingness to collaborate with other people.	At times works well with other people. Usually willing to collaborate with other people.	Does not make any attempts to work with others.
/16				

CONNECTIONS™
Program

Career and
Technology Studies

HSS 1910:
Project A

Course
Materials

HSS 1910 (Project A): CONNECTIONS™ Project Planning Information

Each student that participates in the CONNECTIONS™ Program will complete a project that meets the following curricular guidelines and expectations.

Project Course Code HSS 1910	Project Course Title Project A
--	--

CTS courses that the project course connects with	When the credits were or will be awarded?	Occupational Area(s)
CTS introductory course <i>Fundamentals of Leadership (HSS 1080)</i>	<i>Indicate Date</i>	<i>Human and Social Services (HSS)</i>
CTS introductory/intermediate course <i>Perspectives on Interpersonal Relationships (HSS 2030)</i>	<i>Indicate Date</i>	<i>Human and Social Services (HSS)</i>

Project Details

Students will create a project within their school that demonstrates their learning from the pre-trip, post-trip, and onsite components of the CONNECTIONS™ Multicultural and Environmental Leadership program. Students will write a proposal and a plan for the completion of this project and carry it out before the end of the school year. This project will raise awareness concerning issues of discrimination and diversity within their schools and communities.

What are the attitudes, skills and knowledge that will be enhanced and extended by completing this project?

This project will create the opportunity for students to share the knowledge that they gained at the CONNECTIONS™ Program with regards to interpersonal relationships, conflict resolution, and creating safe and caring spaces within their schools and communities. It will be an opportunity for students to make a difference and a positive change at their schools.

What will be needed to accomplish this project (e.g., tools, materials, money, people, time)?

See attached “SAMPLE CONNECTIONS™ PROGRAM Group Project Planning Sheet” for planning details.

Connected courses	Outcomes being linked
Course Name and Code <i>Fundamentals of Leadership (HSS 1080)</i>	Student will: 2. create a personal growth plan for leadership development 2.3 design at least two SMART (specific, measurable, attainable, realistic, timely) goals for personal leadership development 2.4 identify strategies for achieving goals Student will: 3.3 demonstrate fundamental leadership behaviours and skills while participating in a specific leadership team, including: 3.3.1 effective communication skills 3.3.2 interpersonal skills 3.3.3 personal management skills
Course Name and Code <i>Perspectives on Interpersonal Relationships (HSS 2030)</i>	Student will: 1.3 compare how elements of attitude, respect, cooperation, reciprocity and etiquette support the healthy development and maintenance of all types of relationships Student will: 3.3 demonstrate effective strategies for preventing problems or conflicts 3.3.1 early intervention 3.3.2 avoiding labelling, stereotyping and bias 3.3.3 making constructive personal changes where possible and appropriate 3.3.4 walking away from a fight 3.3.5 changing the subject 3.3.6 refocusing a conversation to the positive 3.3.7 controlling reactive responses and emotions

What will be accomplished by linking these Outcomes in this project? Why were these courses and key Outcomes chosen?

The CONNECTIONS™ program gives students the opportunity to explore issues in their community around stereotyping, discrimination, and diversity education. This project gives students the opportunity to expand their own understanding and knowledge by teaching others about what they have learned. These particular outcomes are focused on these issues and will ensure that student projects reflect the program priorities of creating more compassionate, caring, and empathetic communities.

HSS 1910-Project A
 Marking Rubric

Student evaluation

Student Name: _____

Teacher: _____

Name of Project: _____

Program Date: _____

Objective	Totals
Relates Final Project to CONNECTIONS™ Program	/5
Project Proposal	/5
Creating Goals and Identifying Barriers	/5
Leadership throughout Project	/5
Self Assessment and Self Control throughout Project	/5
Project Evaluation	/5
Total	/30

Student name: _____

	5	4	3	2	1
<p>Relates Final Project to Connections Program.(This can be done in verbal or written form)</p> <p style="text-align: right;">/5</p>	<p>Gives an insightful explanation of how knowledge, skills and attitudes gained from the CONNECTIONS™ Program connects with the final project.</p>	<p>Gives a relevant explanation of how knowledge, skills and attitudes gained from the CONNECTIONS™ Program connects with the final project.</p>	<p>Gives a reasonable explanation of how knowledge, skills and attitudes gained from the CONNECTIONS™ Program connects with the final project.</p>	<p>Need others to explain details of how knowledge, skills and attitudes gained from the CONNECTIONS™ Program connects with the final project.</p>	<p>Provides no explanation of how project relates to CONNECTIONS™ program.</p>
<p>Project Proposal*</p> <p style="text-align: right;">/5</p>	<p>Outlines proposal collaboratively with teacher.</p> <p>Take a leading role in the development of proposal including:</p> <p>preparing a detailed work plan that includes purpose, goals, timelines, and budget.</p> <p>Obtaining necessary approvals.</p>	<p>Proposal reviewed by teacher.</p> <p>Take a role in the development of proposal including:</p> <p>preparing a detailed work plan that includes purpose, goals, timelines, and budget.</p> <p>obtaining necessary approvals.</p>	<p>Proposal reviewed by teacher.</p> <p>Take a minimal role in the development of proposal including:</p> <p>preparing a detailed work plan that includes purpose, goals, timelines, and budget.</p> <p>obtaining necessary approvals.</p>	<p>Proposal reviewed by teacher.</p> <p>Listen while others work on the development of proposal</p> <p>obtaining necessary approvals.</p>	<p>Does not provide a proposal for project or participate in a project planning group.</p>
<p>Creating Goals and Identifying Barriers **</p> <p style="text-align: right;">/5</p>	<p>Specifically identifies barriers and challenges to success and specific ways to address these in planning.</p> <p>Defines indicators of success using SMART goals.</p> <p>Creates two SMART Goals.</p>	<p>Specifically identifies barriers and challenges to success and ways to address these in planning.</p> <p>Defines indicators of success using SMART goals.</p>	<p>Identifies barriers and challenges to success and ways to address these in planning.</p> <p>Defines indicators of success.</p>	<p>Identifies barriers and challenges to success and ways to address these in planning.</p> <p>OR</p> <p>Defines indicators of success.</p>	<p>Does not create goal or identify barriers.</p>

<p>Leadership throughout project**</p> <p style="text-align: right;">/5</p>	<p>Demonstrates passion and dedication to completing project.</p> <p>Skillfully demonstrates the ability to apply and model leadership skills to solve problems, make decisions and complete tasks as planned.</p>	<p>Demonstrates initiative to completing project.</p> <p>Competently demonstrates the ability to apply leadership skills to solve problems, make decisions and complete tasks as planned.</p>	<p>Demonstrates a willingness to completing project.</p> <p>Satisfactorily demonstrates the ability to apply skills to solve problems, make decisions and complete tasks as planned.</p>	<p>Works, with constant supervision, toward completion of the project.</p> <p>Often needs help to demonstrate the ability to apply skills to solve problems, make decisions and complete tasks as planned.</p>	<p>Does not show willingness to complete project or enthusiasm for project.</p>
<p>Self assessment and self control throughout project**</p> <p style="text-align: right;">/5</p>	<p>Effectively monitors progress and makes significant adjustments for improvement throughout the process.</p> <p>Asks insightful questions when necessary.</p> <p>Consistently adheres to planned deadlines.</p>	<p>Somewhat effectively monitors progress and makes appropriate adjustments for improvement.</p> <p>Asks relevant questions when necessary.</p> <p>Usually adheres to planned deadlines.</p>	<p>Follows the lead of others to monitor progress and make adjustments for improvement.</p> <p>Asks reasonable questions when necessary.</p> <p>Sometimes adheres to planned deadlines.</p>	<p>Needs the support of the teacher to monitor progress and make adjustments for improvement.</p> <p>Needs to ask questions when necessary. (Does not do so)</p> <p>Rarely adheres to planned deadlines.</p>	<p>Provides no evidence or insight concerning self-assessment.</p>
<p>Project Evaluation (Post-trip discussion #5 Final project report)</p> <p style="text-align: right;">/5</p>	<p>Effectively examines processes and strategies used in project completion and gives insightful and honest self assessment.</p> <p>Makes significant recommendations for improvement.</p>	<p>Somewhat effectively examines processes and strategies used in project completion and gives honest self assessment.</p> <p>Makes relevant recommendations for improvement.</p>	<p>Examines processes and strategies used in project completion and gives self assessment.</p> <p>Makes predictable recommendations for improvement.</p>	<p>Need help to examine processes and strategies used in project completion.</p> <p>Use the ideas of others to make recommendations for improvement.</p>	<p>Has not yet provided evidence of this performance Outcome.</p>
<p style="text-align: right;">/30</p>					

* Post-trip Discussion #2 and the first meeting with the “Be the Change” Facilitator would be a good time to evaluate this.

**Can be evaluated at the first meeting and the final debrief with the “Be the Change” facilitator

CONNECTIONS™
Program

Career and
Technology Studies

HSS 1090:
Speaking and
Presenting

Course
Materials

HSS 1090: Course Outcomes:

Element of the program that addresses this outcome*	
Pre-Trip	Onsite experience (specify which)
Outcomes: The student will:	Post-Trip Project
1. explain basic principles of effective communication	Speech Analysis
1.1 define effective communication	Speech Analysis
1.2 describe the following verbal and nonverbal components of effective communication:	Speech Analysis
1.2.1 eye contact	Speech Analysis
1.2.2 facial expressions	Speech Analysis
1.2.3 characteristics of voice, including tone and clarity	Speech Analysis
1.2.4 pace of speech	Speech Analysis
1.2.5 physical proximity	Speech Analysis
1.2.6 gestures	Speech Analysis
1.3 explore traditional understandings related to verbal and nonverbal communication for different cultures	Oral Presentation
1.4 apply the principles of communication theory to oral presentations	Oral Presentation
1.5 describe current media and materials available for effective presentations; e.g., audio, visual, digital	Oral Presentation
1.6 describe key characteristics of the effective use of media in a presentation	Oral Presentation
2. evaluate significant speeches from history	Speech Analysis
2.1 summarize the main ideas of each speech	Speech Analysis
2.2 compare and contrast significant speeches, including:	Speech Analysis
2.2.1 content of presentation (clarity, accuracy, achievement of purpose)	Speech Analysis
2.2.2 delivery (speaking style and effectiveness, gestures)	Speech Analysis
2.2.3 effective use of technology, if applicable	Speech Analysis
2.3 summarize the strengths of each speech	Speech Analysis
2.4 recommend strategies for strengthening speeches	Speech Analysis
2.5 compare personal speaking styles to the styles of significant speakers	Speech Analysis
2.6 select goals for personal development as a speaker	Speech Analysis
3. prepare an effective oral presentation	Speech Analysis
3.1 differentiate between a speech and a presentation	Oral Present/Final Project Possibly
3.2 describe the characteristics of the intended audience	Oral Present/Final Project Possibly
3.3 select a purpose, such as informing, instructing, motivating or persuading	Oral Present/Final Project Possibly
3.4 compose an effective presentation, including:	Oral Present/Final Project Possibly
3.4.1 an engaging introduction	Oral Present/Final Project Possibly
3.4.2 content with clearly organized main ideas	Oral Present/Final Project Possibly
3.4.3 accurate details and references to support main ideas, where appropriate	Oral Present/Final Project Possibly
3.4.4 an effective conclusion	Oral Present/Final Project Possibly
3.5 select effective audiovisuals and/or gestures to emphasize the main points of the presentation	Oral Present/Final Project Possibly
3.6 prepare for possible disruptions in technology	Oral Present/Final Project Possibly
3.7 describe strategies for overcoming stage fright	Oral Present/Final Project Possibly
3.8 modify the presentation based on practice sessions, including considerations for:	Oral Present/Final Project Possibly
3.8.1 clarity of content	Oral Present/Final Project Possibly
3.8.2 appropriate use of body language and/or visual aids	Oral Present/Final Project Possibly
3.8.3 eye contact	Oral Present/Final Project Possibly
3.8.4 tone and pacing of voice	Oral Present/Final Project Possibly
3.8.5 effective use of pauses and/or rhetorical questions	Oral Present/Final Project Possibly
3.8.6 maintaining existing time constraints	Oral Present/Final Project Possibly

HSS 1090: Course Outcomes:

3.9 describe the characteristics of the venue, including considerations for:				Oral Present	Final Project	Possible
3.9.1 sound quality				Oral Present	Final Project	Possible
3.9.2 lighting				Oral Present	Final Project	Possible
3.9.3 equipment needs				Oral Present	Final Project	Possible
3.9.4 orientation to the audience				Oral Present	Final Project	Possible
3.10 prepare responses to anticipated questions from the audience				Oral Present	Final Project	Possible
4. apply principles of effective speaking in a variety of contexts				Oral Present	Final Project	Possible
4.1 deliver a short speech or presentation, including the use of technology where appropriate				Oral Present	Final Project	Possible
4.2 demonstrate impromptu speaking skills on a variety of topics				Oral Present	Final Project	Possible
4.3 evaluate personal presentation skills, including considerations for:				Oral Present	Final Project	Possible
4.3.1 choice of topic				Oral Present	Final Project	Possible
4.3.2 content of presentation (clarity, accuracy and achievement of purpose)				Oral Present	Final Project	Possible
4.3.3 delivery (speaking style and effectiveness, gestures)				Oral Present	Final Project	Possible
4.3.4 effective use of technology				Oral Present	Final Project	Possible
4.3.5 fulfillment of school and/or community standards				Oral Present	Final Project	Possible
4.4 assess the presentations of peers, including considerations for:				Oral Present	Final Project	Possible
4.4.1 choice of topic				Oral Present	Final Project	Possible
4.4.2 content of presentation (clarity, accuracy and achievement of purpose)				Oral Present	Final Project	Possible
4.4.3 delivery (speaking style and effectiveness, gestures)				Oral Present	Final Project	Possible
4.4.4 effective use of technology				Oral Present	Final Project	Possible
4.4.5 fulfillment of school and/or community standards				Oral Present	Final Project	Possible
5. demonstrate basic competencies				Oral Present	Final Project	Possible
5.1 demonstrate fundamental skills to:				Oral Present	Final Project	Possible
5.1.1 communicate				Oral Present	Final Project	Possible
5.1.2 manage information				Oral Present	Final Project	Possible
5.1.3 use numbers				Oral Present	Final Project	Possible
5.1.4 think and solve problems				Oral Present	Final Project	Possible
5.2 demonstrate personal management skills to:				Oral Present	Final Project	Possible
5.2.1 demonstrate positive attitudes and behaviours				Oral Present	Final Project	Possible
5.2.2 be responsible				Oral Present	Final Project	Possible
5.2.3 be adaptable				Oral Present	Final Project	Possible
5.2.4 learn continuously				Oral Present	Final Project	Possible
5.2.5 work safely				Oral Present	Final Project	Possible
5.3 demonstrate teamwork skills to:				Oral Present	Final Project	Possible
5.3.1 work with others				Oral Present	Final Project	Possible
5.3.2 participate in projects and tasks				Oral Present	Final Project	Possible
6. make personal connections to the cluster content and processes to inform possible pathway choices				Oral Present	Final Project	Possible
6.1 complete/update a personal inventory; e.g., interests, values, beliefs, resources, prior learning and experiences				Oral Present	Final Project	Possible
6.2 create a connection between a personal inventory and occupational choices				Oral Present	Final Project	Possible

HSS 1090 Speaking and Presenting
 Marking Rubrics

Student evaluation

student name: _____

Activity	Grade	Weighted Grade	Total
Activity A Online Speech Analysis	/20	_____ x 0.20	
Activity B Oral Presentation Preparation	/14	_____ x 0.30	
Activity C Oral Presentation	/16	_____ x 0.40	
Activity D*** Presentation Self-Evaluation	/25	_____ x 0.10	
Grade	/100%		

***student completes when they finish their presentation. The self evaluation is attached to the Connections Oral Presentation sheet.

Assignment B: Oral Presentation Preparation (30% of course grade)

student name: _____

	4	3	2	1
Rough copy-questions to consider (questions 1-8) /4	Student describes all considerations for presentation with in-depth and thoughtful answers.	Student describes all considerations for presentation.	Student describes some considerations for presentation.	Student does not make considerations for presentation.
Rough copy notes /3		Student has a well-thought out and detailed rough copy.	Student has a rough copy. Some detail is lacking.	Rough copy lacks detail.
Good copy (attached) /3		Good copy is attached. It is well thought out and in-depth.	Good copy is lacking some detail.	Good copy provides no insight into presentation.
Considerations after completion of draft presentation (Questions 9-15) /4	Student describes all considerations for presentation with in-depth and thoughtful answers.	Student describes all considerations for presentation.	Student describes some considerations for presentation.	Student does not make considerations for presentation.
/14				

Assignment A: Speech Analysis

name: _____

Follow the link to the <http://www.emersonkent.com/index.htm>. The website has audio links and full text for many speeches. Pick two speeches that interest you and analyze them below using the comparison table.

Here are some ideas if you are not sure where to start.

http://www.emersonkent.com/speeches/last_lecture.htm

http://www.emersonkent.com/speeches/womens_rights_human_rights.htm

<http://www.emersonkent.com/speeches/auschwitz.htm>

http://www.emersonkent.com/speeches/i_have_a_dream.htm

Watch the links on the **CONNECTIONS™** website or choose speeches of your own and complete the following comparison table.

	Speech #1	Speech #2
Speaker		
Title of speech		
Describe what the speech was about in one sentence.		
Summarize the main ideas of the speech in point form		

<p>Describe the content of these two speeches including, where applicable:</p> <ul style="list-style-type: none"> -clarity -accuracy of information -achievement of purpose 		
<p>Describe the delivery of these two speeches including:</p> <ul style="list-style-type: none"> -speaking style -effectiveness -gestures 		
<p>What were the strengths of the speech?</p>		

<p>Are there possible improvements that could be made? Be specific why or why not.</p>		
<p>What can you learn from this speech to apply to your own public speaking?</p>		
<p>Which speech more accurately reflects what you would like to have as a speaking style? Why?</p>		
<p>You will need to create and deliver a presentation of your own. In the space below, set two or three goals for yourself for the presentation. These could be related to speaking clearly, being comfortable in front of people, getting your point across, etc.</p>		

HSS 1090 Speaking and Presenting
Assignment B: Connections Oral Presentation

student name: _____

1. Topic:

2. Who will you be presenting to?

3. What are the characteristics of the audience? (Attention span, interests, maturity, etc.)

4. How will you need to adjust your presentation for the audience you have? (Adjust the length, use of media, etc.)

5. What is the purpose of the presentation? (to inform, instruct, motivate, persuade, etc.)

6. What types of visuals would you like to use? (Powerpoint, posters, etc.)

7. What measures will you take for possible disruptions in technology?

8. How will you overcome any issues such as stage fright?

Presentation Preparation

Use the space below to compose the rough notes for your presentation. Attach a copy of your final presentation or email it to your teacher. Be sure to include an engaging introduction, clearly organized main ideas, accurate details and references to support main ideas where appropriate, an effective conclusion.

Draft Copy

Once you have your presentation prepared you will need to present it to your peers as a “rough draft”. Once you have done your rough draft you will need to revise and modify your presentation accordingly. Include considerations for the following:

When you complete your presentation you will need to see if there are any questions. Using your practice presentation as an indicator, what questions do you anticipate you may have? State these possible questions and prepare answers to these anticipated questions below.

What considerations do you need to make for the venue that you will be using? (sound quality, lighting, equipment needs, where the audience will be sitting, others)

Upon completion of your presentation, evaluate yourself below. Check which category applies to you. Provide comments on each category.

	Excellent	Very good	Good	Below average	Not acceptable	comments
Choice of topic						
Clarity of presentation						
Achievement of purpose						
Delivery of presentation						
Use of technology						

Additional Comments

Connections Peer Evaluation

evaluator: _____

speaker/presenter: _____

Upon completion of your peer's presentation, constructively evaluate them below. Check which category applies to them and provide comments to help them improve.

	Excellent	Very good	Good	Below average	Not acceptable	comments
Choice of topic						
Clarity of presentation						
Achievement of purpose						
Delivery of presentation						
Use of technology						

Additional Comments

CONNECTIONS™
Program

Career and
Technology Studies

Appendix to
HSS 1910:
Project A-
Supporting Materials
for Project
Development
Course Materials

Course
Materials

CONNECTIONS™ Project Proposal

Briefly describe your project below.

How does this project relate to residential component of the **CONNECTIONS™** Program?

Proposed Date of Project/Timeline for Completion

Location/space required

Who will benefit from this project? Why and how?

Who is involved? Who is on the planning team and what are their roles?

Appendix to HSS 1910: Supporting Material for Project Development

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What are the intended outcomes of the project? (Monetary Goal or Ideological Purpose)

Budget: How much will it cost? What will the money be used for?

Advertising: What advertising will you need and who is responsible for advertising?

Necessary Approvals. What are the necessary approvals that you need to get to make the project run?

Indicate these below.

Supervising Teacher name:	(comments)
signature:	
date of approval:	
Administrator name:	
signature:	
date of approval:	

Appendix to HSS 1910: Supporting Material for Project Development

Describe what needs to be done.

List all materials that need to be bought/picked up/acquired/donated.

1	13
2	14
3	15
4	16
5	17
6	18
7	19
8	20
9	21
10	22
11	23
12	24

List who is responsible for each item in the list above. State whether the item needs to be bought/borrowed/acquired/picked up/donated.

1	13
2	14
3	15
4	16
5	17
6	18
7	19
8	20
9	21
10	22
11	23
12	24

Fundraising

Do you need to fundraise for the event? If so, describe your fundraising strategies below. How much money do you need? Who is responsible for the fundraising? Attach fundraising schedule if necessary. Monetary Goal : _____

Supervision

How many supervisors do you need for this event? _____

Who is responsible for contacting supervisors? _____

Who are your supervisors?

TEACHER'S NAME	Check here when you have confirmed that they will attend.

PERSON'S NAME	Check here when you have confirmed that they will attend.

What other permissions do you need?

Venue

Who is responsible for confirming the space needed?

Have you confirmed that the space you need is available? _____

What space is this?

Who did you confirm with? _____

Signups/pledges

Does this event require signups or pledges? _____

If so who is responsible for creating the form? _____

Appendix to HSS 1910: Supporting Material for Project Development

How will this form be distributed? Who is responsible for the distribution? If a schedule for distribution is required attach a copy of the schedule to this form.

How will it be collected? Who is responsible for the distribution? If a schedule for distribution is required attach a copy of the schedule to this form.

Advertising

Types of advertising (check the ones you are using and state who is responsible for it)

Type of advertising	Using?	Who is responsible?
Bulletin		
Podcast		
Posters		
Facebook page		
Google calendar		
Word of mouth		

Official Event photographer: _____

Confirmed photographer on: (date)_____

Guest Speakers

Are there any guest speakers? Who are they? How much will the speaker cost? Who is responsible for contacting the guest speaker(s)? Have they been confirmed? If there are more then fit in this space attach a list.
