



CONNECTIONS...

www.connectionsprogram.org

HIGH SCHOOL MULTICULTURAL ENVIRONMENTAL LEADERSHIP PROGRAM

2016 - 2017

CTS COURSE and CREDIT

INFORMATION FOR PRINCIPALS
AND TEACHERS









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CONNECTIONS™ Program Information for Principals and Teachers

The goal of the CONNECTIONSTM 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, antiracism, 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 CONNECTIONSTM 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 CONNECTIONSTM 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 CONNECTIONSTM 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 CONNECTIONSTM

Below is the optimal course bundle that students will gain credit for through the successful completion of the CONNECTIONSTM 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 alternatives 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 Listed with best fit to			
Perspectives on Interpersonal Relationships (HSS 2030)	Controversy and Change (LGS 3060)*			
Leadership Fundamentals I (HSS 1080) Introduction to Stewardship	Leadership Fundamentals II (HSS 2080) Living with the Environment	Leadership Fundamentals III (HSS 3080) Environmental Health and Safety	Environmental Ethics	Energy and the Environment
(ENS 1010) HSS Project A (HSS 1910)^^	(ENS 1040) HSS Project B **	(ENS 2040) HSS Project C **	(ENS 2050) HSS Project D ***	(ENS 3040) HSS Project E***
Speaking and Presenting (HSS 1090)	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.

CONNECTIONSTM Program

Career and Technology Studies

ENS 1010:

Introduction to Stewardship

Course Materials

ENS 1010: Course Outcomes:

Outnomes: The student will:	_	Element of the program that addresses this outcome	come"
Concention III and an area	Pre-Trip	Onsite experience (specify which)**	Post-Trip Project Reflectio
1. define environmental stewardship		Activity B, C* onsite outdoor experiences (Activity C is ungraded)	3
1.1 define controvenental mountainty based on research and legislation		Activity B, C* onsite outdoor experiences (Activity C is ungraded)	7
1.2 analyze personal experiences and interests in environmental stewardship; e.g., personal	-	Activity B, C* onsite outdoor experiences (Activity C is ungraded)	,
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	wilt	Activity B, C* onsite outdoor experiences (Activity C is ungraded)	
		Activity B. C. onsite outdoor experiences (Activity C is untraded)	
2. describe ways in which human intervention has affected the environment.		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		Activity B, C* onsite outdoor experiences (Activity C is ungraded)	
water and air quality, wildlife habitat and natural areas		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	nd Activity A	Activity B, C* onsite outdoor experiences (Activity C is ungraded)	
contrast philosophies of conservation and preservation, declining reserves, environmental impact	mpact 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 stewards)	Activity A		
3.1 describe the historic and global development of environmental stewardship since the mid 19	Activity A	7 < 1	13/44
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.	2		
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	The state of the s	
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	5-25	Activity B	500.0
4.2.5 work safely		Activity B	
4.3 demonstrate teamwork akills to;		Activity B	
4.3.1 work with others	0 0 0	Activity B	3
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	ray choices	Activity B	
5.1 complete/update a personal inventory: e.g., interests, values, beliefs, resources, prior learning and experiences	arning and experiences	Activity B	
		St. officers 12	

ENS 1010: Course Materials

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 CONNECTIONSTM Program Coordinator with any questions that you may have. There will be onsite support for marking these materials.

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

ENS 1010: Course Materials

	4	3	t #2 in CONNECTIO	
Historical Perspective	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	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	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	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.

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 preparati	ion	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	/ =	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.
	/4				
	/20				

The impact of development in the Arctic

Stakeholder points of view:

1. Elder concerned citizens	5. Pipeline company executives
2. World conservation organization members	6. Northwest Territories Government officials
3. Ethical investment managers	7. Tuktoyaktuk council members
4. Aboriginal business group 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 A	Arctic of developing and transporting gas.

	advantages /	+ effects	disadvantages /	- effects	other points and questions
From "Situation"- impact of development					

ENS 1010: Information Gathering Template for Habitat in the Balance

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

ENS 1010: Information Gathering Template for Habitat in the Balance

Technological - plans and practical solutions,		
Environmental - how people interact with nature		
Economic - details of financial considerations		

ENS 1010: Information Gathering Template for Habitat in the Balance

Societal - how people interact with each other		
Political - the way people govern themselves.		

Use the information you have learned.

- Review your notes you have made.
- Decide which one of these three <u>options</u> 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?

CONNECTIONSTM Program

Career and Technology Studies

HSS 2030:

Perspectives on Interpersonal Relationships

> Course Materials

HSS 2030: Course Outcomes:

tic resolution skills and identify their roles in these relationships. Students develop its resolution skills needed to enhance personal and working relationships. Students ral considerations when managing conflict in a variety of settings and relationships. Activities to describe relationships, leadership, conflict management, and sibilings conflict management, and stock relationships in society, including: The soft relationships is society, including: The soft relationships between parents and sibilings Activities of relationships between parents and sibilings Activities, such as volunteer committees and sports teams Activities and stational authority, personal authority and leadership in different and stationships is related to goals Best and the state of individuals on the team and/or under one's different leadership skills related to different teams or committees, different leadership skills related to different during and volunteer settings, including: In effective team member in working and volunteer settings, including:		Flamen	Flament of the program that addresses this outcome*	this outcome*
Activity A.B.C Activity D	٧.	Dro Trin	Oneito ovnorioneo (enocife which)**	Doet Trin Designet
the triple student will: The solving and teamwork The solving and solving solvi		rie-inp	Onsite experience (specify which)	Reflection
Interpreted forms of relationships, considering traditional cultural beliefs and practices The commonly used terms to describe relationships, leadership, conflict management, Solving and teamwork Solving and teamwork Solving and teamwork The distributionships in society, including: The distributionships in society, including: The distributionships in society, including: Activity A.B.C. The distributionships including The concepts of positional authority, personal authority and leadership in different and maintenance of all types of relationships. The community heam relationships including The concepts of positional authority, personal authority and leadership in different and maintenance of all types of relationships. The concepts of positional authority and different endership and different endership responsibilities related to the welfare of individuals on the team and/or under one's enemiate between participatory leadership skills related to different leadership skills peopole skills Physical activities of an effective team or committee Thinking and problem-solving skills Physical management skills Thinking and problem-solving skills Physical management skills Thinking and problem-solving skills Physical management skills Thinking and problem-solving skills The qualities of an effective team member in working and volunteer settings, including	Outcomes: The student will:		**In this case all of the activities are considered Activity D	(1)
re commonly used terms to describe relationships, leadership, conflict management, Activity A,B,C pare the characteristics of relationships in society, including: solving and tearmwork pare the characteristics of relationships in society, including: friendships school relationships community/ream relationships such as volunteer committees and sports teams Activity A,B,C Activity A,B,C community/ream relationships, such as volunteer committees and sports teams Activity A,B,C community/ream relationships pare the concepts of attitude, respect, cooperation, reciprocation and etiquette support the relationships. including pare the concepts of positional authority, personal authority and leadership in different relationships, including pare the concepts of positional authority, personal authority and leadership in different related to authority leadership responsibilities related to goals leadership responsibilities related to goals leadership responsibilities related to the welfare of individuals on the team and/or under one's including lain the importance of different leadership skills related to different teams or committees, get-nical skills people skills people skills project management skills project management skills project management skills cribe the qualities of an effective team member in working and volunteer settings, including: punctuality whelene		Activity A,B,C		
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community/team relationships, such as volunteer committees and sports teams apare how elements of attitude, respect, cooperation, reciprocation and etiquette support the development and maintenance of all types of relationships apare the concepts of positional authority, personal authority and leadership in different relationships, including similarities and differences colored and responsibilities related to authority leadership responsibilities related to goals leadership responsibilities related to the welfare of individuals on the team and/or under one's leadership responsibilities related to the welfare of individuals on the team sor committees, difficulties related to authority leadership responsibilities related to different leadership and directive leadership leadership responsibilities related to different leadership skills related to different leadership skills related to different leadership skills people skills project management skills cribe the qualities of an effective team or committee cribe the qualities of an effective team member in working and volunteer settings, including: punctuality	1.2.6 casual relationships	Activity A,B,C		er ys
pare how elements of attitude, respect, cooperation, reciprocation and etiquette support the development and maintenance of all types of relationships pare the concepts of positional authority, personal authority and leadership in different relationships, including similarities and responsibilities roles and responsibilities related to goals leadership responsibilities related to authority leadership responsibilities related to the welfare of individuals on the team and/or under one's leadership responsibilities related to the welfare of individuals on the team and/or under one's leadership responsibilities related to the welfare of individuals or committees, gr. gr. technical skills people skills project management skills project management skills cribe the qualities of an effective team or committee cribe the qualities of an effective team member in working and volunteer settings, including:	1.2.7 community/team relationships, such as volunteer committees and sports teams	Activity A,B,C		(Ç)
pare the concepts of positional authority, personal authority and leadership in different relationships, including similarities and differences roles and responsibilities related to goals difficulties related to authority leadership responsibilities related to the welfare of individuals on the team and/or under one's leadership responsibilities related to the welfare of individuals on the team and/or under one's leadership responsibilities related to the welfare of individuals on the team and/or under one's leadership responsibilities related to different leadership skills related to different leadership skills related to different teams or committees, gr. technical skills project management skills project management skills cribe the qualities of an effective team member in working and volunteer settings, including: punctuality	1.3 compare how elements of attitude, respect, cooperation, reciprocation and etiquette support the healthy development and maintenance of all types of relationships		Activity D	
relationships, including similarities and differences roles and responsibilities difficulties related to authority leadership responsibilities related to goals leadership responsibilities related to goals leadership responsibilities related to the welfare of individuals on the team and/or under one/s leadership responsibilities related to the welfare of individuals on the team and/or under one/s leadership responsibilities related to the welfare of individuals on the team and/or under one/s leadership responsibilities related to different teams or committees, g; technical skills people skills project management skills project management skills project management skills project management skills punctuality punctuality punctuality			Activity D	
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roles and responsibilities difficulties related to authority leadership responsibilities related to goals leadership responsibilities related to goals leadership responsibilities related to the welfare of individuals on the team and/or under one's leadership responsibilities related to the welfare of individuals on the team or committees, g; technical skills people skills project management skills project management skills project management skills project management skills cribe the qualities of an effective team or committee cribe the qualities of an effective team member in working and volunteer settings, including:	1.4.1 similarities and differences	25	Activity D	320
difficulties related to authority leadership responsibilities related to goals leadership responsibilities related to goals leadership responsibilities related to the welfare of individuals on the team and/or under one's remained between participatory leadership and directive leadership lain the importance of different leadership skills related to different teams or committees, g; rechnical skills people skills project management skills project management skills cribe the qualities of an effective team or committee cribe the qualities of an effective team member in working and volunteer settings, including:	1.4.2 roles and responsibilities		Activity D	
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lain the importance of different leadership and directive leadership lain the importance of different leadership skills related to different teams or committees, g; technical skills people skills project management skills pro	1.4.5 leadership responsibilities related to the welfare of individuals on the team and/or under one's authority		Activity D	S
in the importance of different leadership skills related to different teams or committees, echnical skills eople skills inking and problem-solving skills roject management skills ibe the qualities of an effective team or committee ibe the qualities of an effective team member in working and volunteer settings, including: unctuality	1.5 differentiate between participatory leadership and directive leadership		Activity D	
ecple skills eople skills inking and problem-solving skills roject management skills ribe the qualities of an effective team or committee ibe the qualities of an effective team member in working and volunteer settings, including: unctuality	in the importance of different leadership		Activity D	
	including:			
	1.6.1 technical skills	500	Activity D	
	1.6.2 people skills	- 20	Activity D	- 32
	1.6.3 thinking and problem-solving skills		Activity D	- 32
	1.6.4 project management skills		Activity D	
	1.7 describe the qualities of an effective team or committee	38	Activity D	
	1.8 describe the qualities of an effective team member in working and volunteer settings, including:		Activity D	
	1.8.1 punctuality		Activity D	
	1.8.2 grooming and hygiene		Activity D	

HSS 2030: Course Outcomes

1.8.5 respectful attitude 1.8.6 friendliness 1.8.7 willingness to learn new skills 1.9 evaluate personal relationships in terms of positional and personal authority and leadership	
ul attitude ess ess to learn new skills rsonal relationships in terms of posi	Activity D
ess ess to learn new skills rsonal relationships in terms of posi	Activity D
ess to learn new skills rsonal relationships in terms of posi	Activity D
rsonal relationships in terms of posit	Activity D
	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
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
 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,	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 labelling, 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,	Activity D
including:	
3.4.1 Ilmiting 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,	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, measureable, 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 cafety or wall-being is threatened or discussed	Activity

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	₽	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	All	Activity D
choices		16
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

Activity	Grade	Weighted Grade	Totals
Activity A Pre-trip Online Survey-assignment #1			
in CONNECTIONS™ pre-trip work.	Complete or incomplete		=
Activity B			
Pre-trip School Diversity Surveyassignment #3 in CONNECTIONS TM pre-trip work.	/7	x 0.05 (5% of grade)	=
Activity C Pre-trip Online Discussions.			
	/24	x 0.40 (40% of grade)	=
Activity D			
Onsite Wednesday Discussions and Activities (see footnote 1).	/20	x 0.50 (50% of grade)	=
Grade	720	(00% 01 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.
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Completed on date: _	
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Activity B: Pre-trip School Diversity Survey (5% of course grade)

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

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

Activity C: <u>Pre-Trip</u> 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)	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)	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	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	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	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	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	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.
/4				
/20				

CONNECTIONSTM Program

Career and Technology Studies

HSS 1080:

Leadership Fundamentals

> Course Materials

HSS 1080: Course Outcomes:

	CR	cientelle of the program that addresses this outcome	THIS DUILCOINE
Outcomes: The student will:	Pre-Trip	Onsite experience (specify which)**	Post-Trip Project
1 avaluate the rhesentesistics and auslities of effective leadership based on basic minimize of leadership	Online Discussion		
1 define eadership	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	Online Discussion		
and authoritarian	Online Discussion		
1.4 evaluate personal leadership characteristics and qualities based on experience within a leadership team	Online Discussion		
2. create a personal growth plan for leadership development	Online Discussion		
2.1 evaluate personal core values	Online Discussion		90. 90.
2.2 create a personal leadership philosophy such as a mission statement	Online Discussion		200
2.3 design at least two SMART (specific, measurable, attainable, realistic, timely) goals for personal			Online Discussions
leadership development			Online Discussions
2.4 identify strategies for achieving goals	-8		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		Leadership Activities-Introduction, Activities, and Debrief	
3.1 describe strategies for overcoming challenges and obstacles typically encountered by leaders, including.	3	Leadership Activities-Introduction, Activities, and Debrief	
3.1.1 conflict resolution	200	Leadership Activities-Introduction, Activities, and Debrief	2000
3.1.2 stress management		Leadership Activities-Introduction, Activities, and Debrief	
3.1.3 time management		Leadership Activities-Introduction, Activities, and Debrief	
3.1.4 financial management	13	Leadership Activities-Introduction, Activities, and Debrief	
3.2 explain behaviours and skills that contribute to the effective functioning and goals of a leadership team	520.50	Leadership Activities-Introduction, Activities, and Debrief	2013
3.3 demonstrate fundamental leadership behaviours and skills while participating in a specific leadership		Leadership Activities-Introduction, Activities, and Debrief	
team, including:		Leadership Activities-Introduction, Activities, and Debrief	
3.3.1 effective communication skills		Leadership Activities-Introduction, Activities, and Debrief	
3.3.2 interpersonal skills	1202	Leadership Activities-Introduction, Activities, and Debrief	une.
3.3.3 personal management skills	_0	Leadership Activities-Introduction, Activities, and Debrief	
3.3.4 empowerment of other team members		Leadership Activities-Introduction, Activities, and Debrief	
3.4 explain several different roles and responsibilities often associated with high performing teams		Leadership Activities-Introduction, Activities, and Debrief	
bilities with other team me	1225	Leadership Activities-Introduction, Activities, and Debrief	USO:
responsibilities of team members		Leadership Activities-Introduction, Activities, and Debrief	
3.6 observe individual team members to identify:		Leadership Activities-Introduction, Activities, and Debrief	
3.6.1 positive contributions to the team	U. 19.	Leadership Activities-Introduction, Activities, and Debrief	
3.6.2 the effective fulfillment of assigned team roles	Strain Seco	Leadership Activities-Introduction, Activities, and Debrief	
4. demonstrate basic competencies	Online Discustons		Online Discussions
4.1 demonstrate fundamental skills to:	Online Discustons		Online Discussions
4.1.1 communicate	Online Discustons		Online Discussions
4.1.2 manage information	Online Discustons		Online Discussions
4.1.3 use numbers	Online Discustons		Online Discussions
4.1.4 think and solve problems	Online Discustons		Online Discussions
4.2 demonstrate personal management skills to:	Online Discusions		Online Discussions
4.2.1 demonstrate positive attitudes and behaviours	Online Discusions		Online Discussions

HSS 1080: Course Outcomes:

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

HSS 1080: Leadership Fundamentals Marking Rubrics

Student Evaluation

Student name: _____

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

Activity A: <u>Pre-trip</u> Online Discussion and <u>Onsite</u> 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 clearl defined and unders		Leadership is del Some details mis		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 ider and describes the characteristics and qualities of effective leaders.		Student identifie describes some characteristics ar qualities of effect leaders.	nd	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 differential between leadership by comparing and contrasting the characteristics of ea style. Details and examples are provi-	styles	Student different between leadersl by comparing an contrasting the characteristics of style. Details and examples are mis	nip styles id each	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 town leadership stylidentifying and describing their own personal leadership qualities. Details an examples are proving	le by n o	Student evaluate own leadership s identifying and describing their of personal leadersh qualities. Details examples are mis	own hip and	Student does not evaluate their own leadership style.
	/16						

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

Activity B: Tuesday Onsite Leadership Activities and Discussions (25% of course grade)

Activity B: Tues	saay <u>Onsite</u> Leaders	snip Activities and	Discussions (25% of	course grade)
	4	3	2	1
Introductory leadership discussion	Student clearly identifies challenges experienced by a leadership team including conflict resolution, stress, time constraints, and financial limitations. Student offers realistic solutions to typical problems using indepth examples.	Student identifies challenges experienced by a leadership team. Student offers solutions to typical problems using some examples.	Student identifies some challenges experienced by a leadership team.	Student fails to identify any challenges within a leadership team.
Leadership initiatives: listening and speaking	Is always attentive to others when they speak and is not distracted. Does not interrupt others. Respectfully and confidently speaks when expressing ideas. Clarifies position when required with patience.	Is always attentive to others when they speak and is not distracted. Interrupts others only with their permission; interruption helps delivery of message. Respectfully and confidently speaks when expressing ideas. Clarifies position when required with patience.	Is occasionally inattentive to others when they speak; distracts others' listening. Interrupts others without their permission; interruption interferes with delivery of message and may or may not cause speaker problems Confidently speaks when expressing ideas. Is sometimes impatient or disrespectful of others when they required	Is consistently inattentive to others when they speak for a wide variety of reasons. Is consistently disruptive to others; interruptions interfere with delivery of message and clearly causes speaker problems. May or may not express ideas of their own.
Leadership initiatives: self-management and empowerment of team members	Independently recognizes when to step forward with ideas and when to step back and be more supportive and encouraging; serves as a resource for the group; delegates; provides members with confidence in their ability to complete	Steps forward with ideas and steps back to be more supportive and encouraging when prompted; serves as a resource for the group; provides members with confidence in their ability to complete tasks.	clarification. Is respectful of group members and supports the decisions of the groups but does not step forward to voice their own opinion on how to complete tasks.	Is disrespectful when considering the opinions and ideas of other group members. Behaviour discourages group members from participating in completing tasks.
	tasks. Student clearly identifies personal and group member skills and behaviours that contributed to the effective functioning of team during activities. Student uses in-depth examples in explanations. Student recognizes and affirms the positive contributions of other group members in	Student identifies personal and group member skills and behaviours that contributed to the effective functioning of team during activities. Student recognizes the positive contributions of other group members.	Student identifies some skills and behaviours that contributed to the functioning of team during activities. Descriptions are vague and lacking detail. Student is not specific about group members contributions.	Student does not identify skills or behaviours of a successful leadership team, Student does not discuss roles or contributions of group members.
/4	formally-assigned and unassigned roles.			

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

	4	3	2	1
Problem Solving	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	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				

Activity D: <u>Post-trip</u> Online Discussions (25% of course grade)

	4	3	2	1
Project Outline Post-trip Discussion #2	Student thoroughly answers all leading questions for Post-trip Discussion #2-Project Outline including development of SMART goals.	Student answers all leading questions for Post-trip Discussion #2- Project Outline including development of SMART goals.	Student answers some leading questions for Post-trip Discussion #2- Project Outline.	Student answers few leading questions for Post-trip Discussion #2- Project Outline.
Awareness Post-trip Discussion #3	Student thoroughly answers all leading questions for Post-trip Discussion #3-Awareness including discussion of personal responses when encountering discrimination.	Student answers all leading questions for Post-trip Discussion #3-Awareness including discussion of personal responses when encountering discrimination.	Student answers some leading questions for Post-trip Discussion #3- Awareness.	Student answers few leading questions for Post-trip Discussion #3- Awareness.
Final Project Report: Post Trip Discussion #5	Student thoroughly answers all leading questions for Post-trip Discussion #5-Final Project Report including in-depth discussion of personal leadership role.	Student answers all leading questions for Post-trip Discussion #5- Final Project Report including discussion of personal leadership role.	Student answers some leading questions for Post-trip Discussion #5- Final Project Report Personal leadership role is mentioned but detail is lacking.	Student answers few leading questions for Post-trip Discussion #5- Final Project Report.
Timeliness and Completion /4	Student completes all post-trip discussions by posted due dates. Indepth responses demonstrate exemplary effort.	Student completes all post-trip discussions by posted due dates.	Student completes some post-trip discussions by posted due dates.	Student completes few post-trip discussions by posted due dates.

CONNECTIONSTM Program

Career and Technology Studies

HSS 1910:

Project A

Course Materials

HSS 1910 (Project A): CONNECTIONSTM 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	Project Course Title
HSS 1910	Project A

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

Project Details

Students will create a project within their school that demonstrates their learning from the pretrip, post-trip, and onsite components of the CONNECTIONSTM 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 CONNECTIONSTM 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	Student will:
Fundamentals of Leadership	2. create a personal growth plan for leadership development
(HSS 1080)	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	Student will:
Perspectives on Interpersonal Relationships (HSS 2030)	1.3 compare how elements of attitude, respect, cooperation, reciprocation 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.

<u>HSS 1910-Project A</u> Marking Rubric

Student	eval	liiat	tion
Student	eva	ıua	иоп

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

CONNECTIONS™ Program

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

^{*} 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

CONNECTIONSTM Program

Career and Technology Studies

HSS 1090:

Speaking and Presenting

Course Materials

HSS 1090: Course Outcomes:

	Ī	! F
Outcomes: The student will:	Pre-Trip Onsite experience (specify which) Post-Trip	which) Post-Trip Project
1. explain basic principles of effective communication	St. 100 St. 10	Speech Analysis
1.1 define effective communication		Speech Analysis
1.2 describe the following verbal and nonverbal components of effective communication:	23	Speech Analysis
1.2.1 eye contact	222	Speech Analysis
1.2.2 facial expressions		Speech Analysis
1.2.3 characteristics of voice, including tone and clarity	(i)	Speech Analysis
1.2.4 pace of speech		Speech Analysis
1.2.5 physical proximity	200	Speech Analysis
1.2.6 gestures		Speech Analysis
1.3 explore traditional understandings related to verbal and norverbal communication for different cultures		Oral Presentation
1.4 apply the principles of communication theory to oral presentations	252	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	200	Speech Analysis
2.2 compare and contrast significant speeches, including:		Speech Analysis
2.2.1 content of presentation (clarity, accuracy, achievement of purpose)	28	Speech Analysis
2.2.2 delivery (speaking style and effectiveness, gestures)	222	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	3	Speech Analysis
2.6 select goals for personal development as a speaker		Speech Analysis
3. prepare an effective oral presentation	200	Oral PresenFinal Project Possibly
3.1 differentiate between a speech and a presentation	222	Oral PresenFinal Project Possibly
3.2 describe the characteristics of the intended audience		Oral PresenFinal Project Possibly
3.3 select a purpose, such as informing, instructing, motivating or persuading	(i)	Oral PresenFinal Project Possibly
3.4 compose an effective presentation, including:		Oral PresenFinal Project Possibly
3.4.1 an engaging introduction	883	Oral Presen Final Project Possibly
3.4.2 content with clearly organized main ideas		Oral Presen Final Project Possibly
3.4.3 accurate details and references to support main ideas, where appropriate	200	Oral PresenFinal Project Possibly
3.4.4 an effective conclusion	18	Oral Presen Final Project Possibly
3.5 select effective audiovisuals and/or gestures to emphasize the main points of the presentation		Oral Presen Final Project Possibly
3.6 prepare for possible disruptions in technology	20 E	Oral PresenFinal Project Possibly
3.7 describe strategies for overcoming stage fright.		Oral PresenFinal Project Possibly
3.8 modify the presentation based on practice sessions, including considerations for:	3	Oral PresenFinal Project Possibly
3.8.1 clarity of content		Oral PresenFinal Project Possibly
3.8.2 appropriate use of body language and/or visual aids	8	Oral PresenFinal Project Possibly
3.8.3 eye contact	250	Oral PresenFinal Project Possibly
3.8.4 tone and pacing of voice		Oral Presen Final Project Possibly
3.8.5 effective use of pauses and/or rhetorical questions	81.	Oral Presen Final Project Possibly
2 R R mointaining aciding time constraints		

HSS 1090: Course Outcomes:

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

HSS 1090 Speaking and Presenting Marking Rubrics

Student evaluation

student name:	
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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 A: Online Speech Analysis (20% of course grade)

	4	3	2	1
Main ideas of each speech	Student clearly and accurately identifies the topic of each speech and describes the main points from each.	Student identifies the topic of each speech and describes the main points from each.	Student identifies the topic of each speech and describes some of the main points from each.	Student does not identify the topic of each speech and/or fails to describe the main points from each.
Content /4	Student clearly and accurately compares and contrasts the content of each speech including: clarity, achievement of purpose, and accuracy of the information contained within it.	Student compares and contrasts the content of each speech including: achievement of purpose, and accuracy of the information contained within the speech.	Student compares and contrasts some characteristics of each speech such as: clarity, achievement of purpose, and accuracy of the information.	Student does not analyze the content of the speeches.
Delivery /4	Student clearly and accurately compares and contrasts the delivery of each speech including: speaking style, effectiveness, and gestures.	Student compares and contrasts the delivery of each speech including: speaking style, effectiveness, gestures.	Student compares and contrasts some characteristics of the delivery of each speech such as: speaking style, effectiveness, gestures.	Student does not analyze the delivery of the speeches.
Strengths and weaknesses	Student clearly and accurately compares and contrasts the strengths and weaknesses of each speech and, where applicable, offers specific suggestions for improvement.	Student compares and contrasts the strengths and weaknesses of each speech and offers suggestions for improvement where applicable.	Student compares and contrasts some of the strengths and weaknesses of each speech.	Student does not analyze the strengths and weaknesses of the speeches.
Learning from presentations	Student describes learning from each presentation that is indepth and thoughtful.	Student describes learning from each presentation.	Student describes some learning from each presentation. Details are lacking.	Student does not describe learning from each presentation.
/20				

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

studer	nt name:		

	4	3	2	1
Rough copy-questions to consider (questions 1-8)	Student describes all considerations for presentation with indepth 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		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)		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)	Student describes all considerations for presentation with indepth and thoughtful answers.	Student describes all considerations for presentation.	Student describes some considerations for presentation.	Student does not make considerations for presentation.
/14				

Assignment C: Oral Presentation (40% of course grade)

student name:_

	4	3	2	1
Choice of topic	Student chooses a topic that is relevant to the learning from the CONNECTIONSTM program and appropriate to the audience it is being presented to. The topic is explored in adequate/appropriate detail for the audience.	Student chooses a topic that is relevant to the learning from the CONNECTIONS TM program and appropriate to the audience it is being presented to.	Student chooses a topic that is somewhat relevant to the learning from the CONNECTIONS TM program.	Student does not choose a topic that is relevant to the CONNECTIONS TM program.
Clarity of presentation	Student speaks clearly and confidently. The language and tone appropriate to the audience. The message of the presentation is clear and presented at the appropriate level of understanding for the audience.	Student speaks clearly but lacks confidence at a few points. The language and tone are for the most part appropriate for the audience but at times the audience appears confused.	Student speaks clearly at times. It is often difficult for the audience to follow the presentation.	Student does not speak clearly during the presentation. It is difficult to follow the presentation.
Delivery of presentation	Student delivers presentation with confidence. Student adjusts to the audience and responds to audience questions accordingly. It is clear that student has adequately prepared for the presentation and practiced.	Student delivers presentation with confidence with a few lapses. Student adjusts to the audience but may have struggled to answer some audience questions. It is clear that the student has prepared for the presentation and practiced.	Student does not adjust to the audience and may struggle to answer question. More practice is needed.	Student does not appear prepared to deliver material. More practice is clearly required.
Strengths and weaknesses	Student clearly and accurately compares and contrasts the strengths and weaknesses of each speech and, where applicable, offers specific suggestions for improvement.	Student compares and contrasts the strengths and weaknesses of each speech and offers suggestions for improvement where applicable.	Student compares and contrasts some of the strengths and weaknesses of each speech.	Student does not analyze the strengths and weaknesses of the speeches.
Use of technology /4	Technology use, where applicable, is creative and adds to overall experience of the presentation. It is clear that student has practiced with the technology beforehand. Any technological problems do not distract from the presentation and there is a clear plan for technological failures.	Technology use is used appropriately for enhancement of the presentation. It is clear that the student has practiced with the technology beforehand. Technological problems minimally distract from the presentation and there is a plan for technological failures.	Technology at times distracts, rather than enhances, the experience of the presentation. It is not clear that the student has practiced with the technology beforehand. Technological problems distract from the presentation and there is no clear plan for technological failures.	Technological use is inappropriate to the presentation. It is not clear that the student has practiced with the technology beforehand. Technological problems distract from the presentation and there is no clear plan for technological failures.
/16				

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

companison 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		

Describe the <u>content</u> of these two speeches including, where applicable:	
-clarity	
-accuracy of information	
-achievement of purpose	
D 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Describe the <u>delivery</u> of these two speeches including:	
-speaking style	
-effectiveness	
-gestures	
What were the strengths of the speech?	

Are there possible improvements		
that could be made? Be specific		
why or why not.		
What can you learn from this		
speech to apply to your own public speaking?		
public speaking.		
Which speech more accurately reflec	ets what you would like to have as a speaking style? W	/hv?
remove accurately remove	The state of the second of the	
You will need to create and deliver a	a presentation of your own. In the space below, set two learly, being comfortable in from of people, getting yo	or three goals for yourself for the presentation.
These could be related to speaking c	icarry, being connortable in from of people, getting yo	ur ponti across, etc.

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 Com	ments					

Connections Peer Evaluation

	Excellent	Very good	Good	Below average	Not acceptable	comments
hoice of topic						
larity of presentation						
Achievement of urpose						
elivery of resentation						
se of technology						
dditional Comments						

CONNECTIONSTM Program

Career and Technology Studies

Appendix to
HSS 1910:
Project ASupporting Materials
for Project
Development
Course Materials

Course Materials

CONNECTIONSTM 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?
XXII :-::::::::::::::::::::::::::::::::
Who is involved? Who is on the planning team and what are their roles?

What are the intended outcomes of the project? (Mo Budget: How much will it cost? What will the mone Advertising: What advertising will you need and w	ey be used for?				
Necessary Approvals. What are the necessary appro	-				
Indicate these below.	, ,				
Supervising Teacher name:	(comments)				
signature:					
date of approval:					
date of approval.					
Administrator name:					
signature:					
signature.					
date of approval:					

Project Planning Sheet Project Name: Describe the Project.	Date and Time:
What will take place? Where will it take pl Include specific information where require description does not make the set up infor	lace? What is the purpose of the project (project goals)? ed. Include a diagram if there is set up involved or if the mation clear.

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 above. State whether the item peeds to l

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

•			
Fun	drai	SIN	σ
I WII	ar ar	CILL	۶.

money		is responsible for the			trategies below. How much raising schedule if necessary
Superv How n		you need for this eve	ent?		
	responsible for con Who are your super	tacting supervisors? ₋ visors?			
	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?		
1		
Who did you confirm with?	_	
Signups/pledges		
Does this event require signups or pledges? If so who is responsible for creating the form?		
ii so who is responsible for creating the form;		

		ho is responsible for the distribution? If a schedule for of the schedule to this form.
How will it be collected? is required attach a copy of	-	onsible for the distribution? If a schedule for distribution ale to this form.
Advertising		
		ou 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		
word of moun		
Official Event photograph Confirmed photographer		
Guest Speakers		
		e they? How much will the speaker cost? Who is responsible fo they been confirmed? If there are more then fit in this space

Sponsorship/Sponsors

Are there sponsors for this event? List all sponsors below. If you are contacting sponsors you require a sponsorship letter. Please attach the sponsorship letter to this plan.

Sponsor's	Person	Letter	Contact	Item/money to be picked up.	
Name	Responsible	Written**	Made	Who will pick it up and when?	
		attached			

Timeline for completion

For each item on your to do list provide a "complete by" date. Check this off when it is done and list the date that you actually completed it.

Item to Complete	Complete By Date	Done?	Actual Date