

# FRANKLIN-SIMPSON HIGH SCHOOL

**Course Name:** Principles of Agriculture

**Unit Name: Parliamentary Procedure Unit 2**

## **Essential Questions:**

- ✓ Describe how a bill becomes a law.
- ✓ Define the purpose of parliamentary procedure.
- ✓ Describe all 8 abilities used in parliamentary procedure.
- ✓ Demonstrate all 8 abilities used in parliamentary procedure.
- ✓ Conduct a faux meeting in a group setting utilizing all 7 abilities in parliamentary procedure.
- ✓ Evaluate your personal and your group's performance.

## **Purpose of the Unit:**

**PL-HS-1.1.1**

**Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying, different perspectives and points of view, empathy, personal growth, relationship building, fulfilling commitments).**

**DOK 2**

*PL-HS-1.1.3*

*Students will identify and explain changes in roles, responsibilities and skills needed to effectively work in groups throughout life (e.g., setting realistic goals, time and task management, planning, decision- making process, perseverance).*

**PL-HS-4.2.1**

**Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.**

**DOK 2**

## **Prerequisites:**

None

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	Describe how a bill becomes a law	Describe how a bill becomes a law	Assess prior knowledge to judge whether students know this process.	Students write how a bill becomes a law on their paper and share with a partner to compare answers.	Guided Notes
2	Define the purpose of parliamentary procedure.	Define the purpose of parliamentary procedure.	Guided notes	Students copy notes and are allowed to demonstrate how these motions would be used in the meeting	Guided Notes
3	Describe the purpose and use of Main Motion, Amendments, Refer to a Committee.	Describe the purpose of Main Motion, Amendments, Refer to a Committee.	Guided notes	Students copy notes and are allowed to demonstrate how these motions would be used in the meeting	Guided Notes
4	Describe the purpose and use of adjournment, rise to point of order, rise to point of information	Describe the purpose and use of adjournment, rise to point of order, rise to	Guided notes	Students copy notes and are allowed to demonstrate how these motions would be used in the meeting	Guided Notes

	and Division of the House	point of information and Division of the House			
5	Demonstrate the 8 motions of parliamentary procedure.	Demonstrate the 8 motions of parliamentary procedure.	Students are assigned a part in and are expected to utilize the motion correctly	Students are assigned a part in and are expected to utilize the motion correctly	
6	Demonstrate the 8 motions of parliamentary procedure.	Demonstrate the 8 motions of parliamentary procedure.	Students are assigned a part in and are expected to utilize the motion correctly	Students are assigned a part in and are expected to utilize the motion correctly	
7	Demonstrate the 8 motions of parliamentary procedure.	Demonstrate the 8 motions of parliamentary procedure.	Students are assigned a part in and are expected to utilize the motion correctly	Students are assigned a part in and are expected to utilize the motion correctly	
8	Demonstrate the 8 motions of parliamentary procedure in small groups.	Demonstrate the 8 motions of parliamentary procedure in small groups.	Students must plan a meeting in their groups according to a rubric.	Students are graded by rubric upon demonstration.	
9	Demonstrate the 8 motions of parliamentary procedure in small groups.	Demonstrate the 8 motions of parliamentary procedure in small groups.	Students must plan a meeting in their groups according to a rubric.	Students are graded by rubric upon demonstration.	
	Demonstrate at least 6 of the 8 motions of		Students are video taped giving their	Students are graded via rubric attached	

10	parliamentary procedure in small groups in front of the class according to rubric.		demonstration for a reflection the next day		
11	Reflect upon the efforts of your group	<p>What would you do differently?</p> <p>Description of actions or items which you did not excel</p> <p>Description of actions or items in which your group did not excel</p> <p>Description of what you did well</p> <p>Description of what your group did well</p> <p>Description of your role in this group effort</p>	Students will watch themselves perform and then write a reflective paper on their performance.	Students will each be provided with a rubric and will peer review prior to turning in their final drafts.	

## Score Card

Correctness of opening and closing ceremonies 15 points \_\_\_\_\_

Effect of opening and closing ceremonies 15 points \_\_\_\_\_

**(expressions, hand gestures, all in unison,** etc.)

Correctness and effect of parliamentary procedure/all 30 points \_\_\_\_\_

abilities are used correctly. (member participation,  
presiding officer, practicality of motion, etc.)

Overall effect of meeting 25 points \_\_\_\_\_

(appearance, does the meeting seem real?)

Discussion is germane, useful and includes at least two  
of the three essential parts of discussion when presented. 15 points \_\_\_\_\_

**Total points possible 100 points \_\_\_\_\_**

This is a team activity, so if someone needs help, you must take it upon yourself to help them. It is important that everyone in the group takes part in planning out the meeting and that no notes are used in the actual presentation. This is a great activity to distinguish the compassionate leaders among you all. I hope all of you rise to the challenges I have set before you.

## Writing Your Reflective Paper

Criteria for Evaluation	Points	
<b>GENRE, ORGANIZATION, AND DELIVERY</b>		
Description of your role in this group effort (2 different actions or tasks)	10 points (5 points for each)	
Description of what your group did well (3 different actions or tasks)	15 points (5 points for each)	
Description of what you did well. (2 different actions or tasks)	10 points (5 points for each)	
Description of actions or items in which your group did not excel (3 different actions or tasks)	15 points (5 points for each)	
Description of actions or items which you did not excel ( 1 or more actions or tasks)	10 points ( 1 point for each)	
What would you do differently? (2 different actions, placements, practices or preparations you would take)	20 points (10 points for each)	
<b>LANGUAGE CONVENTIONS</b>		
Standard English spelling, punctuation, capitalization, and manuscript form are used appropriately for this grade level.	10 points (-1 point for each mistake)	
Standard English sentence and paragraph structure, grammar, usage, and diction are used appropriately for this grade level.	10 points (-1 point for each mistake)	
<b>TOTAL POINTS:</b>		<b>100</b>

Name: \_\_\_\_\_ Score: \_\_\_\_\_

Writer

Name: \_\_\_\_\_ Score: \_\_\_\_\_

Reviewer