Video Links: 9-12th Grade Student Centered Civic Discussion & Deliberation
Lesson Objective: Civic Discussion and Deliberation
Compass Component and Rating: Questioning and Using Discussion Techniques (3b), *Effective Proficient ;* Engaging Students in Learning (3c), *Highly Effective*

Common Core State Standard(s)
Anchor Standard SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Compass Component 3b: Using Questioning and Discussion Techniques (Rating: *Effective Proficient*)		
Indicators	**Evidence**	**Common Core Connection**
The teacher poses questions to students designed to promote student thinking and understanding.	• The teacher asks the question, "What does it mean to deliberate?"(1:15), but only allows one student to respond before she offers her own definition.	Anchor Standard SL 1 The teacher propels conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Anchor Standard SL 4 Students respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is
The teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.	• The teacher provides background reading for the students that initiates a genuine conversation between the students. (3:00) • The teacher asks the question, "Why do those things such as being drafted have to come with voting?" which initiates a discussion between the students in the group. (6:08)	
Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	• The teacher implements the "Taking turns teaching different arguments" strategy to ensure most students are heard. (3:36)	

		required to deepen the investigation or complete the task.
Students formulate many questions, initiate topics and make unsolicited contributions. (*Highly Effective* Indicator)	• The students identify 3 arguments from the reading (3:12) then analyzed those arguments with a partner. (3:21)	Anchor Standard SL 4 Students work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
Compass Component 3c: Engaging Students in Learning (Rating: *Highly Effective*)		
Indicators	**Evidence**	**Common Core Connection**
All students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes.	• Students are given the opportunity share their positions on the discussion and discuss within their group. (5:36)	Anchor Standard SL 1 The teacher propels conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Anchor Standard SL 4 Students respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.	• The teacher allows students to reflect on the discussions with their peers to formulate their own opinions through the "Drop roles and construct your own opinion" activity. (4:43)	
In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.	• Student are to create a policy around the voting age and one student poses a question to her peers; "Would you be okay with the fact we say no they shouldn't be able to vote?"(5:42) which further initiates a conversation in the group around the topic.	
		Anchor Standard SL 4 Students work with peers to promote civil,

		democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	*Effective Proficient* Indicators	What could the teacher do to move to *Highly Effective*? (example actions)
The lesson was based on the SAC (Structural Academic Controversy) method which gave students a reading that presents two sides of a controversial topic.	• The teacher poses questions to students designed to promote student thinking and understanding. (3b-Discussion techniques)	The teacher could have asked multiple students to provide a definition of deliberation and/or provide examples before offering the definition.