The C.A.P.E.S page serves as a supplemental resource to personalize your learning. Free materials are linked for your consideration to support the implementation of current and controversial issue discussions.

Creating a Climate for Discussion

DESCRIPTION	POSSIBLE RESOURCES
- Students critically think about issues related to identity and community to help them assess possible biases that could impact their understanding of self and others. - Students are clear on ground rules that reflect key principles of inclusive and productive discussions. Ideally, student voice should be included in building or clarifying norms. - Students are clear on how they will be assessed and ideally, participate in defining proficiency, allowing for multiple ways to express and enrich learning. - Students reflect on how their lived experiences with controversial issues discussion impact their attitudes towards the content and process of the simulation.	**Identity, Community, and Biases** - Confirmation and Other Biases, from Facing History and Ourselves - Classroom Culture, from Learning for Justice - Reflection: What is your FRAME?, from Learning for Justice - Project Implicit, from Harvard University - The Danger of a Single Story, TED Talk from Chimamanda Ngozi Adichie - Peel the Fruit, from Project Zero **Building Community** - Lessons in Personhood, from Cult of Pedagogy - Icebreakers that Rock, from Cult of Pedagogy 10 Powerful Community Building Ideas, from Edutopia **Building Community in Remote Learning Spaces** - How to Humanize Your Classroom or School When You're Teaching from a Distance, from Dave Stuart Jr. 80 Back to School Activities for Remote Learning Classroom, from Ditch That Textbook - Ideas for Virtual and Hybrid Learning, from Pernille Ripp - Fostering Civil Discourse, from Facing History and Ourselves - Current Events Checklist, from Facing History and Ourselves - Taking School Online with Student-Centered Approaches, from Facing History and Ourselves **Engaging Student Voice in Creating Rubrics** - Involving Students in Creating Assessment, from Galileo Educational Network - Co-Creating Success Criteria with Students, from Cult of Pedagogy

	Creating a Climate for Discussion
	○ <u>Know Your Terms, Holistic, Analytic and Single-Point Rubrics</u>, from Cult of Pedagogy **Engaging Student Voice in Building Norms** ○ <u>Civil Discourse in the Classroom</u>, from Learning for Justice ○ <u>Do you REALLY want to hang that poster?</u>, from Illinois Civics Hub ○ Facing History and Ourselves ▪ <u>Class Contracting</u> ▪ <u>Fostering Civil Discourse</u>

Preparation for a Simulation

DESCRIPTION	POSSIBLE RESOURCES
- Students can identify the essential and supporting questions related to the simulation. - Students can identify the learning objectives (disciplinary content and/or skill) to be employed in the simulation. - Students analyze appropriate materials to acquire the background information necessary to fulfill role expectations. - Students can identify the pertinent civic dispositions and processes inherent in the simulation.	**Attributes of High-Quality Essential Questions** - What are Essential Questions?, from The Second Principle - Questions about Questions, from Grant Wiggins - Teaching Teachers and Students to Ask Big Questions, from SSChat - A Giant List of Really Good Questions, From Teach Thought **Engaging Student Voice in Creating Questions** - The Question Formulation Technique, from Right Question Institute - The Q Matrix, from Howard Gardner's Multiple Intelligences - Visible Thinking, from Project Zero - See-Think-Wonder - Think-Puzzle-Explore - Slides of Visible Thinking Routines, from Dr. Caitlyn Tucker **Sentence Starts for Deliberation and Discussion** - Sentence Frames That Can Build Metacognition, from Corwin - Discussion Transition Statements, from Candace Fikis - Sentence Starters for Discussion, from Kate Kinsella EdD **Resources to Facilitate Knowledge Grounding for Simulations** - Student Government Affairs Program - All Sides - Illinois Civics Hub Lesson Plans - The Choices Program - National Issues Forums - Street Law Deliberations - KQED – Above the Noise **Understanding the Legislative Branch** - Congress Hearings and the Legislative Process, from EdSitement - Congressional Committees, from iCivics - What is the Legislative Branch of Government?, from the History Channel - The Bicameral Congress, from Crash Course Government - Congress and the Constitution, from the Bill of Rights Institute

- o Civics 101 Starter Kit – Legislative Branch, from New Hampshire Public Radio
- **Understanding the Legislative Branch**
  - o Crash Course Government
    - Executive Branch
    - Presidential Power
    - How Presidents Govern
    - Presidential Power Part 2
  - o Executive Branch Lesson Plans, Videos and Games from, iCivics
  - o Powers of the Presidency, from PBS Learning Media
  - o Civics 101 Starter Kit – Executive Branch, from New Hampshire Public Radio
- **Understanding the Judicial Branch**
  - o Judicial Branch Lesson Plans, Video and Games, from iCivics
  - o Crash Course Government
    - Judicial Review
    - Structure of the Court System
    - Legal System Basics
  - o US Courts of Appeals and Their Impact on Your Life, from US Courts
  - o Curricula and Teaching Materials, from Street Law
  - o Teacher's Portal, American Bar Association
  - o Supreme Court Document Based Questions, from the Bill of Rights Institute
  - o Civics 101 Starter Kit - Judicial Branch, from New Hampshire Public Radio
- **Separation of Powers**
  - o Separation of Powers, from National Constitution Center
  - o Separation of Powers, from Constitution USA
  - o Civics 101 Separation of Powers, from New Hampshire Public Radio
  - o Separation of Powers What's for Lunch?, from iCivics
- **Federalism**
  - o Civil Society in Times of Crisis, from the Bill of Rights Institute
  - o Federalism, from iCivics
  - o Federalism, from Crash Course Government
  - o Federalism, from Constitution USA
  - o Civics 101 Federalism, from New Hampshire Public Radio
  - o State and Local Government, from iCivics
- **Tools for Differentiation**
  - o Rewordify.com
  - o Text to Speech Reader

	o [Talking Points](#) o [Read Aloud: A Text to Speech Voice Reader](#) o [Announcify](#) o [Voice in Voice Typing](#) o [Dyslexia Friendly](#)

Participation in a Simulation

DESCRIPTION	POSSIBLE RESOURCES
• Students can identify appropriate allies to build coalitions necessary in simulation. • Students can identify and anticipate challenges built into the simulation and possible responses. • Students can discern the multiple roles, motivations, and perspectives of others in the simulation. • Students can identify and employ systemic supports within the simulation. • The student employs appropriate norms of participation throughout the simulation consistent with their role. • Students can identify and employ appropriate means of communication consistent with the simulation (oral, digital, written, visual, other).	• **Town Hall Resources** o Town Hall Circle, from Facing History and Ourselves o Town Hall Meeting Guide, from ReadWriteThink o Town Hall Meetings Empower Youth, from Learning for Justice • **Moot Court Resources** o Mini-Moot Courts, from Street Law o Moot Court, from Street Law o Simple Steps to Conduct a Moot Court, from Constitutional Rights Foundation • **Legislative Hearing Resources** o Law Craft, from iCivics o Mock Legislative Hearing, from Street Law o Mock Hearing, from Citizen's Advocacy Center • **Mock Trial Resources** o Mock Trial, from Street Law o Student Mock Trial: from the Classroom to the Courthouse, from iCivics • **Mock Election Resources** o Mock Election, from Youth Leadership Initiative o Mock Election, from iCivics • **Local Government** o City Government Services, Departments and Funding, from Carolina K-12 o Counties Work, from iCivics o Land use Simulation, from Foundation for Teaching Economics

Closure and Reflection

DESCRIPTION

- Students can articulate how the simulation experience relates to the learning objectives, both skill, and content
- Students express areas of improvement for their performance in the assigned role.
- Students can use the simulation experience to identify areas of systemic change with democratic institutions and processes explored in the simulation.
- Students can extend learning by creating additional essential and supporting questions to extend the inquiry.

POSSIBLE RESOURCES

- **Reflection Strategies**
  - [Reflection and Action for Civic Participation](#), from Facing History and Ourselves
  - [Big Paper Talk](#), from Facing History and Ourselves
  - [Reflective Writing and Thinking](#), from UTM Experiential Education Office
  - [Visible Thinking](#), From Project Zero
    - [I Used to Think, Now I Think](#)
    - [What Makes You Say That?](#)
    - [Visible Thinking Routines](#), from Dr. Caitlyn Tucker
- **Formative Assessment Ideas to Assess Student Growth**
  - [56 Formative Assessment Ideas](#), curated by David Wees, Formative assessment specialist, New Visions for Public Schools
  - [53 Ways to Check for Understanding](#), from Edutopia
  - [Formative Assessment Tools](#)
  - [75 Tools to Improve Student Learning,](#) Stefanie Wager Iowa DOE
- **Engaging Student Voice in Creating Questions**
  - [The Question Formulation Technique](#), from Right Question Institute
  - [The Q Matrix](#), from Howard Gardner's Multiple Intelligences