

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

- 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.

POSSIBLE RESOURCES

- **Identity, Community, and Biases**
 - [Confirmation and Other Biases](#), from Facing History and Ourselves
 - [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

- [Know Your Terms, Holistic, Analytic and Single-Point Rubrics](#), from Cult of Pedagogy
- **Engaging Student Voice in Building Norms**
 - [Do you REALLY want to hang that poster?](#), from Illinois Civics Hub
 - Facing History and Ourselves
 - [Class Contracting](#)
 - [Fostering Civil Discourse](#)





Preparation for a Simulation

DESCRIPTION

- 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.

POSSIBLE RESOURCES

- **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





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





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



Participation in a Simulation

DESCRIPTION

- 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).

POSSIBLE RESOURCES

- **Town Hall Resources**
 - [Town Hall Circle](#), from Facing History and Ourselves
 - [Town Hall Meeting Guide](#), from ReadWriteThink
- **Moot Court Resources**
 - [Mini-Moot Courts](#), from Street Law
 - [Moot Court](#), from Street Law
 - [Simple Steps to Conduct a Moot Court](#), from Constitutional Rights Foundation
- **Legislative Hearing Resources**
 - [Law Craft](#), from iCivics
 - [Mock Legislative Hearing](#), from Street Law
 - [Mock Hearing](#), from Citizen's Advocacy Center
- **Mock Trial Resources**
 - [Mock Trial](#), from Street Law
 - [Student Mock Trial: from the Classroom to the Courthouse](#), from iCivics
- **Mock Election Resources**
 - [Mock Election](#), from Youth Leadership Initiative
 - [Mock Election](#), from iCivics
- **Local Government**
 - [City Government Services, Departments and Funding](#), from Carolina K-12
 - [Counties Work](#), from iCivics
 - [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

