**What to Consider When Lesson Planning a Structured Academic Controversy (SAC)**

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|  | **Consideration** | PlanningTime | ClassTime |
| 1. | What BACKGROUND INFORMATION is needed to insure that all students are equally informed on the topic? -What kind of reading, note taking, graphic organizer will you implement with the students (graphic organizer, pictorials, process grid)?  |  |  |
| 2. | Additional BACKGROUND INFORMATION: -Create a short power point highlighting additional information -Find a meaningful YouTube video illuminating additional information? -Find additional texts supporting/giving more information? |  |  |
| 3. | What kind of vocabulary will you pull out of the readings (do you expect students to be using in their conversations and writing)? How will you teach it? |  |  |
| 4. | What ideas do you have for teaching students how to pull out evidence and reasoning from the text? |  |  |
| 5. | SAC Template: Will you edit the sample template or create one that works better for your SAC and/or your students? |  |  |
| 6. | Thoughtful grouping of students -Grouping to prepare individual sides of the argument. -Grouping of pairs and foursomes to foster successful discussion. |  |  |
| 7. | Discussion norms and timing: How will you… -Promote full and structured participation? -Determine and time distinct sections of the SAC? -Nurture and develop effective speaking and listening skills? -What will your quiet signal be? (your voice, a bell, an alarm) |  |  |