

# CIVIC VOICES

## PROGRAM OVERVIEW



Throughout the course of the program, students will improve their civic efficacy, knowledge of local, state, and national issues, and develop their speaking, listening, reading, and writing skills by applying content knowledge to a series of constructed responses and a final 2-3 minute speech on a chosen issue impacting Maryland.

### SESSIONS 1-3: ESTABLISHING KEY SKILLS AND KNOWLEDGE

- Welcome & Community Building:** Students will be introduced to the broader goals of the program and the expectations for their participation. They will then take part in a series of activities to lay a foundation for a thriving discourse community including establishing community guidelines, share about their understanding of politics and the meaning of community, and conduct an inventory of the key issues they care most about.
- Just Communities & Establishing Deliberation Skills:** Students will be introduced to the parameters and expectations of deliberation as a form of civil discourse. They will then take part in a deliberation acting as community leaders deciding on how to address an issue being faced by the community. After deliberation students will share their scenario, their group's recommended solution, and how they came to that solution with the whole group.
- Writing Assessment & Close Reading Skills:** Students will write a constructed response to serve as a baseline for the development of their civics and literacy skills over the course of the program. Students will then participate in a guided close reading of a text using a graphic organizer to help build the analytical skills they will use throughout the program to formulate arguments and research issues.

### SESSIONS 4-7: APPLYING KEY SKILLS AND UNDERSTANDING IN DELIBERATION

- National Issue Deliberation:** Students will read, watch, and analyze prepared materials about a pressing national issue. Students will then apply what they learned during a deliberation with peers where they will try to reach consensus of a possible solution recommended by policy-makers
- Prepare for Maryland Issue Deliberation:** Students will read background information on one of four Maryland Issues (Criminal Justice, Health, Energy & Environment, or Education). They will then turn-key what they have learned to their peers in a jigsaw of all four issues. Students will then make a decision about which of the four issues they think should be the priority of Maryland lawmakers in preparation for a deliberation in the following session
- Maryland Issue Deliberation:** Students will engage in a structured deliberation to reach consensus on what the issue priorities of Maryland lawmakers should be and how they should be addressed. Students will use the knowledge they have gained throughout the deliberation process for a longer form constructed response in Session 9 as a mid-program checkpoint.



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- 7. Feedback and Argumentative Writing:** Students will meet with their Tutors to receive direct feedback on their Writing Assessment along with suggestions for improvement going forward. Students will complete a piece of Argumentative Writing which leverages the content knowledge and literacy skills they have developed in the preceding sessions and sets the stage for the beginning of their speech writing process.

### SESSIONS 8-13: SPEECH WRITING AND DELIVERY

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- 8. Establish Expectations & Decide on an Issue:** Students will review the criteria for the speeches they will be crafting and delivering in most of the remaining sessions. Students will also come to a final determination about which of the four Maryland issues they want to address in their speech based on all they have learned in the preceding sessions.
- 9. Review Speech Examples & Determining Effective Approaches:** Students will review and analyze real-world examples of student speeches. They will then craft a constructed response focused on the techniques used by the example students, their analysis of the effectiveness of these techniques, and their conclusions about which techniques they will employ in their own speech.
- 10. Speech Writing – Part 1:** Students will spend the bulk of their time during this session writing a first draft of their 2-3 minute speech. Students will begin by responding to key questions in a graphic organizer which will form the main elements of their completed speech. They will then take these elements and craft them into a single piece of writing.
- 11. Speech Writing – Part 2 & Peer Review:** Students will finalize their first drafts and then exchange them with at least one peer who will review their draft based on the established rubric. Students will return their reviewed speeches to one another and craft a final draft.
- 12. Final Draft & Speech Practice:** Students will have the opportunity to finalize their draft before separating into small groups to practice presenting their speeches. Peers will evaluate their speech based on a rubric/organizer and make recommendations for changes ahead of the final presentation in the next session.
- 13. Speech Presentation:** Students will join larger groups of students from other schools each with a mixture of focus issues to present on. Students will present their 2-3 minute speeches which their peers will use a rubric to evaluate and take notes on before having the opportunity to ask follow-up questions/give feedback. Facilitators and Tutors will also pose follow-up questions/feedback to students as needed.

### SESSION 14: REFLECTION AND POST-ASSESSMENT

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- 14. Reflection & Impact:** Students will begin the session by briefly reflecting on their experience throughout the program and sharing their thoughts and feelings on the process and the content they have learned. Students will conclude the session by completing a post-assessment based on the original pre-assessment to measure their progress over the 8 weeks of program.