**Unit 4- Introduction to Socratic Seminar**

**High Priority** – Students must know:

* **9.9.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively.
  1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
     + I can prepare for a discussion by reading and annotating the assigned text, as well as completing any other tasks required by the instructor.
     + I can refer to the text and annotations during discussion to demonstrate my level of preparation and comprehension.
  2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
     + I can work with my group in order to create a set of rules for discussions and decision-making.
     + I can work with my group to set goals and create deadlines, both group and individual.
  3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
     + I can propel discussion by posing new questions, expanding on a current question, or building on the input of others.
     + I an enhance discussion by consciously including others in the discussion.
  4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
     + I can respond to different perspectives thoughtfully and respectfully.
     + I can summarize key areas where I agree or disagree, and when warranted, justify my own view using evidence and reasoning.

**Medium Priority** – Students should know:

* **9.9.3.3:** Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
  + - I can evaluate another speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric in order to identify any fallacious reasoning or distorted evidence.