

Common Ground Cards

Develop workable agreements while considering genuine differences.

GRADE 11 • 11.C.1.A.ii

11.C.1.A.ii "Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes: Demonstrating the ability to work effectively by coming to a consensus..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Represent alternative views fairly.

2 Explain changes of mind and principled limits.

3 Seek explicit assent; silence is not agreement.

4 Record unresolved concerns without pressuring peers.

HOW TO PLAY Teams of 3 or 4

1. Groups of 3-4: print two copies of the Topic, Role and Move Cards per group; one Case Packet and Discussion Record per learner. Read the cases; choose one.
2. Assign four roles; combine two for three learners. Pool Move Cards, deal four each, set extras aside. Discuss for 12 minutes.
3. Everyone states a view, fairly considers an alternative, and proposes or evaluates a reasoned compromise. Test the exact plan with every member; record assent or objections.
4. Complete your individual record. Adapt, reuse or exchange prompts; unused cards are allowed. Separate case facts from unverified claims.
5. Rotate roles and repeat all skills with a new case for 12 minutes. Complete missing skills in a coached follow-up; never invent agreement.

AFTER THE ROUND Check what you did

☐ I considered an alternative fairly.

☐ I explained a change or a reasoned limit.

☐ I helped test a workable compromise.

☐ I checked assent and recorded objections.

TOPIC CARDS · Choose one per round; complete two different rounds.

TOPIC	TOPIC	TOPIC
Phone Access During Class Build a workable agreement for this case; test alternatives and record every member's assent or remaining objection.	AI Support and Student Authorship Build a workable agreement for this case; test alternatives and record every member's assent or remaining objection.	Senior Service Requirement Build a workable agreement for this case; test alternatives and record every member's assent or remaining objection.

ROLE CARDS · Assign all four jobs; combine two jobs for groups of three.

ROLE	ROLE	ROLE	ROLE
Position Mapper Track each person's proposal and reasons.	Alternative Tester Invite fair consideration of another workable approach.	Agreement Checker Read back the exact plan and ask every member for assent or an objection.	Access Advocate Test whether a compromise addresses different needs.

MOVE CARDS · Deal four from two sets; adapt, reuse or exchange. Unused cards are allowed.

MOVE CARD COMPARE VIEWS "Your proposal prioritizes _____. Have I understood?"	MOVE CARD COMPARE VIEWS "An alternative worth testing is _____ because _____."	MOVE CARD SHOW FLEXIBILITY "I can change _____ if we address _____."	MOVE CARD SHOW FLEXIBILITY "I still need _____ because _____."
MOVE CARD BUILD A COMPROMISE "Could we combine _____ and _____ by _____?"	MOVE CARD BUILD A COMPROMISE "This compromise addresses _____ but leaves _____."	MOVE CARD CHECK AGREEMENT "The exact plan is _____. Can each member support it?"	MOVE CARD CHECK AGREEMENT "We have not agreed on _____. Our next step is _____."

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

Read all three fictional cases. Choose two different cases for sustained discussion. Use the stated constraints; label predictions and information still needed.

Phone Access During Class

Fictional case: A school is considering a four-week phone policy trial. Teachers report interruptions but have not counted them. Some students use phones for approved health needs; others need a dependable way to receive urgent family messages. Classrooms have no shared phone lockers. Propose a rule for ordinary lessons, a workable exception process, and a way to assess the trial. Distinguish reported concerns from measured outcomes.

AI Support and Student Authorship

Fictional case: A history class permits feedback on drafts but requires students to develop their own claims and reasoning. One student uses an AI tool to ask questions about an outline; another submits a paragraph produced by the tool with a few words changed. Home access to paid tools varies. Recommend boundaries, disclosure and an accessible alternative. Consider how a teacher could check authorship fairly without treating an accusation as proof.

Senior Service Requirement

Fictional case: A school proposes ten service hours for every senior. A nonprofit offers weekday placements, but some seniors work or care for relatives after school. Staff can supervise one on-campus lunchtime project each week. Recommend whether and how to proceed, including accessible options and a fair way to document participation. A proposal must explain how learning and access are both addressed.

Complete your own brief notes during and after both rounds. Use phrases; continue on notebook paper if needed. Your role never replaces the individual skill requirements.

Round 1: case, roles and actual contributions

Record your initial position, an alternative considered, your reasoned change or limit, and a compromise you proposed or evaluated. Name each member's assent to the exact plan, or the unresolved objection and next step.

Case/roles; my contributions and peer responses; specific outcome:

Round 2: a different case and rotated roles

Record your initial position, an alternative considered, your reasoned change or limit, and a compromise you proposed or evaluated. Name each member's assent to the exact plan, or the unresolved objection and next step.

Case/new roles; my contributions and peer responses; specific outcome:

RUNNING THE ROUNDS

Allow about 45 minutes for reading, two sustained 12-minute rounds and records. Observe every learner, including role holders. The cases are fictional and self-contained; students may propose reasonable solutions but must not invent measured results. The five-turn model is an excerpt, not a complete round. Combine two role jobs for a group of three. Use flexible cards to support skills rather than reward card exhaustion. Consensus requires explicit assent to a specific workable proposal from every member; a shared broad value or silence is insufficient. If a real objection remains, record it and identify a next step. Never demand fake agreement. Assess fair consideration, flexibility and reasoned compromise even when consensus is not yet reached.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I favor phones put away, but health access needs a clear exception.
Jordan	I want a dependable urgent-message route. Could families contact the office while students keep phones in bags, with approved health use allowed?
Dev	I can support that if we test the message route before the trial. Let's review interruptions and student feedback after two weeks.
Maya	Our plan is phones in bags during ordinary lessons, approved health use, a tested office message route, and a two-week review. I support it. Jordan and Dev, can each of you support that exact plan?
Jordan and Dev	Jordan: Yes, with the route tested first. Dev: Yes. We still need staff to confirm that the office route is workable before the trial begins.

LISTEN FOR

- Fair consideration of a real alternative
- Reasoned flexibility without forced concessions
- A specific compromise addressing competing needs
- Explicit assent from every member or an accurately recorded unresolved objection

Assess each learner's actual listening, contributions and accurate use of evidence against the stated skill requirements. Review the individual record as well as the group result. Different supported decisions are valid; unsupported claims and missed required performances need revision.