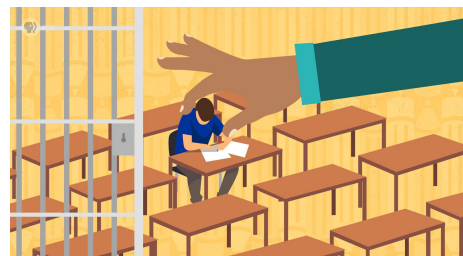


Educator Guide: Should Schools Suspend Suspensions? (w/ [classroom viewing guide](#))

This guide is designed to support you and your students with these learning objectives:

- 1) Students will analyze the arguments for and against using school suspension as a form of discipline.
- 2) Students will evaluate the evidence and write a response to the issue.
- 3) Students will create original media to share how school discipline has changed through the years.



Step 1	2	3
<p>Watch video on KQED Learn</p>	<p>Join this Discussion</p>	<p>Dive Deeper with a Make & Share: Timelines</p>
<p>Use this classroom viewing guide:</p> <ul style="list-style-type: none"> ● Quick-write prompt ● Comprehension questions about the video ● Student note catcher <p>More supports for watching the video:</p> <ul style="list-style-type: none"> ● Glossary with vocabulary used in the video ● Annotated source list ● Video transcripts in English and Spanish 	<p>Students sign into KQED Learn and click the “Join the Discussion” button to respond to the Discussion question.</p> <p>Supports for joining the discussion:</p> <ul style="list-style-type: none"> ● Sentence frames ● Discussions rubric ● Response analysis activity <p>Refer to our Code of Conduct as well as your school’s behavioral expectations before asking students to post a response or comment on another response.</p>	<p>Student media prompt: School discipline practices have changed a lot throughout the years. Create an interactive timeline that shows 3-5 points in time when school discipline was very different than it is today.</p> <p>Web-based tool* for making interactive timelines:</p> <ul style="list-style-type: none"> ● Timeline JS <p>Upload images into the discussion using the Make and Share tab.</p> <p>New to making timelines? Take our free Making Interactive Timelines course on KQED Teach.</p>

Standards

CCSS.ELA-Literacy.CCR.A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCR.A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.W1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NGSS.SEP.7	Engaging in argument from evidence
NGSS.SEP.8	Obtaining, evaluating and communicating information
ISTE Digital Citizen	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

***KQED’s Media Tool Policy:** In KQED Education’s media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual’s specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.