

Debate II and III Curriculum Map (Revised May 2010)

Note: See Assessment Ideas and College and Career Readiness Standards Listed Below Content.

Content	PASS	Activities
Extemporaneous Speaking (This includes the following: Discussing NFL/OSSAA guidelines for the event(s) organizing ideas for speeches, organizing introduction/body/conclusion of speech, constructing an outline, delivering speeches-all with limited preparation, researching current events, etc.)	Reading: Standard 1-4; Writing: Standard 1,2(3,4,6,7), and 3; Oral Language: Standard 1-2	
Argumentation Skills (This includes distinguishing burden of proof, describing types of reasoning, analyzing and validating arguments, justifying arguments, questioning and debating arguments, rethinking logical arguments, adopting and using different drills to help with argumentation.)	Oral Language: Standard 1-2; Visual Literacy: Standard 1	
Research & Flowing Skills (This includes recognizing importance of research, generating evidence, weighing evidence, identifying bad evidence, questioning evidence, writing evidence blocks, filing evidence, recognizing the importance of flowing, evaluating flow to refute arguments, etc.)	Reading: Standard 1-4; Writing: Standard 1,6; Oral Language: Standard 1; Visual Literacy: Standard 1-3	

Basics of Competitive Debate (This includes topics such as NFL/OSSAA competitive regulations, discussion of NFL/OSSAA resolutions, tournament protocol(s), etc.)

Reading: Standard 1-4; Writing: Standard 1-3(3,4,6,7) and 3; Oral Language: Standard 1-2; Visual Literacy 1-3

Debate Theory for CX Debate (This includes skills such as studying the stock issues of an Affirmative case, Researching/Writing Cases/briefs, Understanding/Researching/Writing the Negative strategies (Topicality, Disadvantage, Counterplan, Kritik, Case Analysis and Case Evidence), Responding to Negative arguments as an Affirmative speaker, Questioning/Answering during cross examination. Using flows for refutation purposes, Debate strategy, Speaker Duties, Etc.

Reading: Standard 1-4; Writing: Standard 1,2; Visual Literacy: Standard 1-3

Debate Theory For LD Debate (This includes Philosophy Skills such as utilizing and distinguishing the different philosophies from Aristotle, Bentham, Foucault, Hobbs, Hume, Kant, Locke, Marx, Mill, Plato, Rawls, Rousseau, Socrates; explaining, debating, and utilizing utilitarianism, deontology, teleology, ethics, morality, justice, social contract, liberty), Questioning/Answering during cross examination period, Using flows for refutation purposes, Debate strategy, Speaker Duties, etc.

Debate Theory for Public Forum Debate (This includes: Discussing NFL rules governing the event, investigating media, interpret opinions from politicians and media, recognizing what politicians must go through when campaigning, assess elements of political communications and political and public issues, examine and dissect politics in media, etc.)

Reading: Standard 1-4; Writing: Standard 1,2; Visual Literacy: Standard 1-3

Student Congress (This includes: demonstrating parliamentary procedure, examining and creating bills/resolutions/amendments, illustrating interpersonal skills, performing speeches, etc.)

Reading: Standard 1-4; Writing: Standard 1,2 (3,4,6,7), and 3; Oral Language: Standard 1-2

Tournament Preparation (This includes: Writing/Researching Briefs/Blocks, Preparing articles for extemp files, Writing/Researching Cases, Practice Debates, etc.)
Note: Teachers may choose to teach all or any combination of the three types of debate above. All skills will be taught regardless of the type of debate (Cross examination, Lincoln-Douglas, Public Forum) That is covered in class. The only change depending on the type of debate taught will be the Curriculum in Debate Theory.

Writing: Standard 1-2 (6); Oral Language: Standard 1-2; Visual Literacy: Standard 1

College and Career Readiness Standards

Reading

A. Key Ideas and Details

- (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.
- (2) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

B. Craft and Structure

chapter) relate to each other and the whole.

- (4) Assess how point of view or purpose shapes the content and style of a text.

C. Integration of Knowledge and Ideas

in order to answer questions, solve problems, or compare modes of presentation. and sufficient to support the text's claims. authors take.

D. Range and Level of Text Complexity

useful, rereading.

Writing

A. Text Types and Purposes

- (1) Write arguments to support a substantive claim with clear reasons and relevant and sufficient evidence.
- (2) Write informative/explanatory texts to convey complex information clearly and accurately through purposeful selection and organization of content.

B. Producing and Distribution of Writing

- (3) Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
- (4) Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- (5) Use technology, including the Internet, to produce, publish, and interact with others about writing.

C. Research to Build Knowledge

- (6) Perform short, focused research projects as well as more sustained research in response to a focused research question, demonstrating understanding of the material under investigation.

(7) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate and cite the information while avoiding plagiarism.

(8) Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

D. Range of Writing

(9) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

A. Comprehension and Collaboration

(1) Participate effectively in a range of interactions (one-on-one and in groups), exchanging information to advance a discussion and to build on the input of others.

(2) Integrate and evaluate information from multiple oral, visual, or multimodal sources in order to answer questions, solve problems, or build knowledge.

(3) Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.

B. Presentation of Knowledge and Ideas

(4) Present information, evidence, and reasoning in a clear and well-structured way appropriate to purpose and audience.

(5) Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.

(6) Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.

Assessments

Speeches

Quizzes, Debates, Drills

Evidence Briefs/Blocks, Tests, Flows from Sample Cases

Class Discussions

Writing Samples, Verbal/Written Argumentation & Drills, Writing Debate Cases over NFL/OSSAA Resolutions, Practice Debates
Articles, Written Briefs, Written Cases

Peer Evaluations, Self Evaluations, Outlines, Note Cards, Written Speeches, Drills, and Presentations

Mock Trials