

A PLANNED COURSE OF STUDY

DEBATE ELECTIVE

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of reading, writing, speaking and listening:

- A. Reading Independently
- B. Reading, Analyzing, and Interpreting Text
- C. Reading, Analyzing, and Interpreting Literature – Fiction and Non Fiction
- D. Types of Writing
- E. Quality of Writing
- F. Speaking and Listening
- G. Characteristics and Functions of the English Language
- H. Research
- I. Information, Communication, and Literacy Technology

II. Major Concepts

- A. Reading Independently
 - 1. Analyze author's purpose, tone, and style
 - 2. Evaluate the application and usage of literary terminology
 - 3. Identify, describe, evaluate and synthesize essential ideas found within works
 - 4. Establish a reading vocabulary by identifying and correctly using new words
 - 5. Demonstrate understanding and interpretation of both fiction and nonfiction
 - 6. Make assertions about texts
 - 7. Compare and contrast texts using themes, settings, characters and ideas
 - 8. Make extensions to related ideas, topics or information
 - 9. Demonstrate fluency and comprehension in reading
 - 10. Read a variety of genres and types of text
 - 11. Demonstrate comprehension
- B. Reading, Analyzing, and Interpreting Text
 - 1. Read and understand essential content of informational texts
 - 2. Differentiate fact from opinion across a variety of texts
 - 3. Evaluate text organization and content to determine the author's purpose
 - 4. Use and understand a variety of media
- C. Reading, Analyzing, and Interpreting Literature – Fiction and Non Fiction
 - 1. Read and understand works of literature
 - 2. Analyze the relationships of literary elements used by one or more authors
 - 3. Examine the author's use of sound technique, figurative language and literary structures
 - 4. Analyze and evaluate figurative language and diction in poetry
 - 5. Read and respond to nonfiction and fiction
- D. Types of Writing
 - 1. Write short stories, poems and plays utilizing various organizational methods, illustrations, conflicts, and dialogue
 - 2. Include literary elements and devices
 - 3. Write complex informational pieces using primary and secondary sources
 - 4. Use precise language and specific detail
 - 5. Write persuasive pieces using a clearly stated position or opinion
 - 6. Include properly cited evidence

7. Include a variety of methods to advance the argument or position
- E. Quality of Writing
1. Write with a sharp, distinct focus
 2. Identify topic, task and audience
 3. Write using well-developed content
 4. Gather, organize, and analyze validity and reliability of information
 5. Write with controlled organization
 6. Sustain logical order
 7. Include an effective introduction and conclusion
 8. Write with stylistic command
 9. Vary sentence length and structure
 10. Edit and revise writing using the conventions of language
- F. Speaking and Listening
1. Verbally communicate the relevancy of information, ideas and opinions
 2. Take notes
 3. Summarize and reflect
 4. Contribute to discussions by asking relevant and clarifying questions
 5. Respond with relevant information or opinions to questions asked
 6. Listen to and acknowledge the contributions of others
 7. Facilitate total group participation
 8. Initiate everyday conversation
 9. Use media for learning purposes
 10. Use various forms of media to make a student presentation
 11. Create a multi-media (e.g., film, music, computer-graphic, verbal) presentation
- G. Characteristics and Functions of the English Language
1. Describe the influence of historical and cultural context as it applies to the English language
- H. Research
1. Select and refine a topic for research
 2. Locate information using appropriate sources and strategies
 3. Determine valid resources for researching the topic, including primary and secondary sources
 4. Use traditional and electronic search tools
 5. Take notes relevant to the research topic
 6. Develop a thesis statement based on the research
 7. Give precise, formal credit for others' ideas, images or information using a standard method of documentation
 8. Use formatting techniques
- I. Information, Communication, and Literacy Technology
1. Utilize technology to promote higher level thinking skills
 2. Implement technology as a means of increasing student engagement
 3. Apply technological strategies to facilitate and authentic 21st century learning environment
 4. Provide opportunities for students to develop and demonstrate independent ideas utilizing various technological mediums
 5. Encourage substantive conversation using technology that extends student understanding
 6. Enable students to connect subject matter to personal or public issues beyond the classroom
 7. Create a classroom environment that incorporates strong support social mechanisms for academic achievement
 8. Support student use of 21st century skills and technology

III. Instruction

- a. Course Schedule (Days and length of class periods)
 - i. One semester, Monday – Friday, Average class period: 48 minutes
- b. Pacing

1. Introduction

A. Vocabulary

- 1. Debate terminology
- 2. Rhetorical devices

B. Grading policy

C. Attendance policy

Watch <i>Resolved</i> (high school debate documentary)
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2. Impromptu speaking

3. Speaking Skills

- A. What makes a good public speech?
- B. 25 skills – handout
- C. 50 tips for organizing a speech – handout
- D. View and evaluate a speech as a class <http://debate.uvm.edu/watch.html>
- E. Famous speech evaluation
 - 1. Chart = 50 points
 - 2. Essay = 50 points

4. Introductory Debate

- A. Students choose topic
 - 1. brief = 25 points
 - 2. speech = 25 points
 - 3. peer evaluation = 25 points

5. Evaluating Sources Information and Activity

6. Grading Rubrics

- A. Research
- B. Speaking Skills
- C. Refutation
- D. Appearance
- E. Gestures, Voice, Volume, Eye contact
- F. Organization

G. Other

7. Flowing/Note taking

A. list activity

8. Constructing Arguments

A. Handouts

B. Practice as a class (school topic)

C. Worksheet

9. General Format

A. Research

B. First Draft of Constructive (Opening/Closing) Speeches Due

C. Briefs (Outlines) due

D. 2nd Draft of Constructive (Opening/Closing) Speeches Due

E. Revised Briefs (Outlines) Due

F. Rehearsal

G. Debate and Note cards

H. Peer evaluation (your score of the debaters and your justification of it)

I. Self-reflection

1 st /3 rd Marking Period

9. 1st and 2nd Debates: Standard Format

A. Topics SCHOOL-RELATED

1.ID tags

2.Cell phones

3.Year-round schooling

4.Uniforms/Dress code

5.Attendance Policy

6.8th period release

B. Topics

1. media bias

2. effects of television

3. standardized high school exit exams

4. tobacco growing and selling

5. fraternities/sororities on college campuses

6. climate change

7. cloning

8. animal testing

11. Famous Speech Memorization and Presentation = 100 points

2nd/4th Marking Period

12. 3rd and 4th Debates: Lincoln-Douglas (teams)

A. NATIONAL

1. national service
2. death penalty
3. charge juveniles as adults
4. foreign born president
5. social security
6. healthcare
7. renewable energy

B. Topics INTERNATIONAL

1. human rights
2. sanctions
3. United Nations
4. medications to other countries
5. nuclear weapons

Watch *Debate Team* (college debate documentary)



Watch *The Great Debaters*

13. 5th DebatesLincoln-Douglas (individual)

A. Topics SELF-CHOSEN

4. Assessment

A. Procedures for Evaluation

1. Debates

- a. Students will complete Peer Evaluations for each debate
- b. Students will complete Self-Evaluations for each debate, set goals, and re-evaluate throughout the course
- c. Teacher Evaluations will be provided for each debate
- d. Each evaluation will provide a score for the following areas:

- 1) presentation skills
- 2) speaking skills
- 3) research
- 4) performance of debate format
- 5) cooperation and teamwork

2. Students will conduct research using traditional and Internet sources

3. Students will utilize research to substantiate their debate positions, and to rebut their opponents' ideas

4. Students will participate in class discussion, debate team

5. planning, and debate debriefings

6. Students will write film responses to each film that we view

7. Students will complete assignments for famous speeches, including, but not limited to the following:

- 1) memorization and presentation
- 2) evaluation of rhetorical devices
- 3) evaluation of speech content
- 4) comparison and contrast of famous speeches and speakers

B. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%

