



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Debate Curriculum

Course Description: This is a general study of the techniques of interscholastic debate. Students are involved in detailed and extensive analysis of debate theory and technique with application of skills in competition. Help in guiding and developing novice debaters is an inherent part of the class work. Participation in the interscholastic Debate/Forensics program is a requirement. This course may be repeated for additional credit.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
6 - 8 Weeks	Debate Events	Topic 1: Lincoln Douglas Debate Topic 2: Current Resolution Topic 3: Case Construction
6-8 Weeks	Other Debate Formats	Topic 1: Policy Topic 2: Public Forum
4 Weeks	Congressional Debate	Topic 1: Introduction to Student Congress Topic 2: Writing Congressional Speeches Topic 3: Mock Congressional Debate Session

Unit 1: Debate Events

Subject: Debate and Forensics

Grade: 9-12

Name of Unit: Debate Events

Length of Unit: 6-8 weeks

Overview of Unit: Students will immerse themselves in argumentation and the format and construction of Lincoln Douglas debate affirmative and negative cases.

Priority Standards for unit:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience within the text by making choices regarding organization and content.
 - b. Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.SL 1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting Standards for unit:

- 11-12.SL.1.C Respond thoughtfully to diverse perspectives, including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge, ideas and conclusions; and promote divergent and creative perspectives.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
A writing process to product clear and coherent writing in which the development is appropriate to the task, purpose, and audience	Follow	Apply	3
A writing process to product clear and coherent writing in which the organization is appropriate to the task, purpose, and audience	Follow	Apply	3
A writing process to product clear and coherent writing in which the style is appropriate to the task, purpose, and audience	Follow	Apply	3
A writing process to product clear and coherent writing in which the voice is appropriate to the task, purpose, and audience	Follow	Apply	3
Writing with consideration for the task, purpose, and audience	Review	Analyze	3
Writing with consideration for the task, purpose, and audience	Revise	Analyze	3
Writing with consideration for the task, purpose, and audience	Edit	Apply	3
With peers to promote civil, democratic discussions and decision-making	Work	Apply	3
With peers to set clear goals and deadlines	Work	Apply	3
With peers to establish individual roles as needed	Work	Apply	3
By citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain	Draw conclusions	Analyze	4

By citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain	Infer	Analyze	4
By citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain	Analyze	Analyze	4
The meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials	Determine	Analyze	3
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners	Speak	Apply	3

Essential Questions:

1. How does one construct an argument?
2. Why is citing reliable evidence to support a claim necessary?
3. How are counter arguments/claims important?
4. How does presentation (speaking tone/enunciation/carriage/confidence) influence an intended audience?

Enduring Understanding/Big Ideas:

1. Students will organize and establish clear relationships among claim(s), counterclaims, reasons, and evidence.

2. Students will cite strong and thorough textual evidence to support analysis in order to convince a judge, or audience, of their position.
3. Students will develop claim(s) and counterclaims and distinguish the claim(s) from alternate or opposing claims in order to demonstrate how their position/claim is better than the counterclaim.
4. Students will understand that their attire, carriage, presentation (eye contact, confidence, posture) are being evaluated from the moment they walk into a competition room or stand to walk to the front of the classroom. Intended audiences evaluate demeanor as well as performance.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Character ● Climax ● Conclusion ● Conflict ● Context ● Denouement ● Dialogue ● Diction ● Exposition ● Objective ● Pitch ● Projection ● Rising Action ● Style ● Subtext ● Transition	● Ad-Lib ● Character Pop ● Cutting ● Duet Acting ● Focal Point ● Improvise ● Individual Events ● Interpret ● Interpretation ● Introduction ● Motivation ● Muscle Memory ● Off Stage Focus ● Pacing ● Pantomime ● Rehearsal ● Script ● Teaser ● Tournament Dress

Resources for Vocabulary Development: www.speechanddebate.org

Topic 1: Lincoln Douglas Debate

Engaging Experience 1

Title: Have a Heart

Suggested Length of Time: 1-2 Weeks

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Supporting:

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions:

1. Using the Have a Heart handout, students complete INDIVIDUALLY (one student acting as the Board of Directors of the Hospital, listing in order of preference, based on the information provided, the person who should receive the one available heart).
2. Divide students into groups (3-5), and ask EACH GROUP to create a single list, in order of preference, the individual (s) who should receive the heart. Groups must unanimously agree on the order of the recipients.
3. When all groups are finished, write group preference results, in order, on the board.
4. Whole class discussion/debate on why groups made the choices they made...first student opportunity to defend claims and counterclaims. Leads to discussion of difference between an emotional/moral claim to one stated and supported by factual information.

5. Assign each group: 1) List 3 reasons why your first choice recipient should NOT get the heart, and 2) List 3 reasons why your last choice recipient SHOULD get the heart. Do mock debate between two groups, walking students through the Lincoln Douglas format.
6. Over the course of several days, ask students to construct 3 reasons FOR and 3 reasons AGAINST each of the five heart candidates, researching and using evidence to support each of their claims.
7. Have different groups debate one another on whether or not each candidate should receive the heart.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Values and Morals in Lincoln Douglas Debate

Suggested Length of Time: 1-2 days

Standards Addressed

Priority:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.SL 1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge, ideas and conclusions; and promote divergent and creative perspectives.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: This is an extension of experience one, using their *Have a Heart* concepts to teach the Lincoln-Douglas format. Follow these steps:

1. In a full class discussion, using the debates from *Have a Heart*, have students listed overarching themes/ideas that continued to pop up in each of the debates, regardless of the candidate being discussed (examples might be Age, Health, Contribution to Others, etc.)
2. Transition to LD specific terminology: in Lincoln Douglas Debate, these are overarching themes are called "Values."

3. Split into groups of 3 or 4. Each group has a large poster paper and markers; divide into thirds. Begin by asking the group to title one of the thirds “Debate classroom.” Each group lists “Value” words for the Debate Classroom, answering the question “What do we value in our Debate classroom?” (Examples might include Learning, Discussion, Evidence, Respect, etc.). In the 2nd third, expand selection to school (“Park Hill South”) what do we value as students at PHS? (Academics/Lunch/Sports/Education, etc.). Third: What does KC Value? After discussion transition to “American Values, which is what Lincoln Douglas Debate is based on.
4. Teacher leads discussion of American Values, which includes but is not limited to: Democracy, Freedom, Individual Rights, Maslow’s Hierarchy of Needs, Social Contract, Utilitarianism, and Societal Well Being. Analyze

Bloom’s Levels: Understand, Apply

Webb’s DOK: 2, 3, 4

Topic 2: Current Resolution

Engaging Experience 1:

Title: Deconstructing the Current Resolution

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions:

1. Discuss what a resolution is (a position statement that a debater either defends or challenges);
2. Introduce the current NSDA resolution (on which students will eventually construct both an affirmative and negative case);
3. Have students memorize the resolution;
4. Define each word of the resolution in small groups and then as a class;
5. Facilitate a class discussion of the meanings of the words, and what the resolution is asking students to either defend or challenge.

Bloom's Levels: Apply, Understand

Webb's DOK: 4

Topic 3: Case Construction

Engaging Experience 1

Title: Affirmative and Negative

Suggested Length of Time: 1-2 Weeks

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.RI.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will construct both an affirmative and negative case, using the current NSDA topic, in order to participate in an in-class practice tournament, AND take to actual competitive tournaments.

Bloom's Levels: Create

Webb's DOK: 4

Rubric: Completion with a 1:1 Workshop analysis of drafts

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Using the standard NSDA Lincoln Douglas format and structure, students will compete in an all-class debate tournament using the affirmative and negative cases they have written.

Rubric for Engaging Scenario:

1. Individual student ballots written by judges of debate rounds
2. Students will submit final copies of their debate cases for teacher review and grading (rubric to be determined).

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Lincoln-Douglas Debate	Have a Heart	- Using the Have a Heart handout, students complete INDIVIDUALLY (one student acting as the Board of Directors of the Hospital, listing in order of preference, based on the information provided, the person who should receive the one available heart). - Divide students into groups (3-5), and ask EACH GROUP to create a single list, in order of preference, the individual (s) who should receive the heart. Group must unanimously agree on the order of the recipients. - When all groups are finished, write group preference results, in order, on the board. - Whole class discussion/debate on why groups made the choices they made...first student opportunity to defend claims and counterclaims. Leads to discussion of difference between an emotional/moral claim to one stated and supported by factual information; - Assign each group: 1) List 3 reasons why your first choice recipient should NOT get the heart, and 2) List 3 reasons why your last choice recipient SHOULD get the heart. Do mock debate between two groups, walking students through the Lincoln Douglas format.	1-2 Weeks

		6. Over the course of several days, ask students to construct 3 reasons FOR and 3 reasons AGAINST each of the five heart candidates, researching and using evidence to support each of their claims. 7. Have different groups debate one another on whether or not each candidate should receive the heart.	
Lincoln-Douglas Debate	Values and Morals in Lincoln Douglas Debate	This is an extension of experience one, using their have a heart concepts to teach the Lincoln-Douglas format. Follow these steps: In a full class discussion, using the debates from Have a Heart, have students listed over-arching themes/ideas that continued to pop up in each of the debates, regardless of the candidate being discussed (examples might be Age, Health, Contribution to Others, etc.) Transition to LD specific terminology: in Lincoln Douglas Debate, these are overarching themes are called “Values.” Split into groups of 3 or 4. Each group has a large poster paper and markers; divide into thirds. Begin by asking the group to title one of the thirds “Debate classroom.” Each group lists “Value” words for the Debate Classroom, answering the question “What do we value in our Debate classroom?” (Examples might include Learning, Discussion, Evidence, Respect, etc.). In the 2nd third, expand selection to school (“Park Hill South”) what do we value as students at PHS? (Academics/Lunch/Sports/Education, etc.). 3rd $\frac{1}{3}$: What does KC Value?	1-2 Days

		After discussion transition to “American Values, which is what Lincoln Douglas Debate is based on. Teacher leads discussion of American Values, which includes but is not limited to: Democracy, Freedom, Individual Rights, Maslow’s Hierarchy of Needs, Social Contract, Utilitarianism, and Societal Well Being.	
Current Resolution	Deconstructing the Current Resolution	1. Discuss what a resolution is (a position statement that a debater either defends or challenges) 2. Introduce the current NSDA resolution (on which students will eventually construct both an affirmative and negative case) 3. Have students memorize the resolution. 4. Define each word of the resolution in small groups and then as a class. 5. Facilitate a class discussion of the meanings of the words, and what the resolution is asking students to either defend or challenge.	1-2 Days
Case Construction	Affirmative and Negative	Students will construct both an affirmative and negative case, using the current NSDA topic, in order to participate in an in-class practice tournament, AND take to actual competitive tournaments.	1-2 Weeks

Unit 2: Other Debate Formats

Subject: Debate

Grade: 9-12

Name of Unit: Other Debate Formats

Length of Unit: 6-8 Weeks

Overview of Unit: Students will either focus on Lincoln-Douglas or will explore other debate options. Students choosing to stay with Lincoln-Douglas can work through the Unit 1 Topics with new debate options. Students wishing to explore other options will work through the below Unit 2 Topics.

Priority Standards for unit:

- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.SL 1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting Standards for unit:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience within the text by making choices regarding organization and content.
 - b. Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.

- e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Two or more central/main ideas in a text	Explain	Understand	3
The development of two or more central/main ideas in a text	Analyze	Analyze	2
Central ideas to human nature and the world	Relate	Analyze	3
An objective and concise summary of the text	Provide	Analyze	3
With peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed	Work	Apply	3

Essential Questions:

1. How does Stock Issue Paradigm differ from the Lincoln-Douglas format?
2. How does the affirmative case compare and contrast to the disadvantage?
3. How does the public forum differ from Lincoln-Douglas?

Enduring Understanding/Big Ideas:

1. Students will explore the stock issue paradigm and identify the differences of policy debate.
2. Students will identify the differences in format between the affirmative and disadvantage.

3. Students will identify the time limits, history and strategy to public forum.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Character ● Climax ● Conclusion ● Conflict ● Context ● Denouement ● Dialogue ● Diction ● Exposition ● Objective ● Pitch ● Projection ● Rising Action ● Style ● Subtext ● Transition	● Ad-Lib ● Character Pop ● Cutting ● Duet Acting ● Focal Point ● Improvise ● Individual Events ● Interpret ● Interpretation ● Introduction ● Motivation ● Muscle Memory ● Off Stage Focus ● Pacing ● Pantomime ● Rehearsal ● Script ● Teaser ● Tournament Dress

Resources for Vocabulary Development: www.speechanddebate.org

Use quality tools and/or vocabulary pre-assessment. A free login to SpeechandDebate.org is provided by the district for added help and enrichment.

Topic 1: Policy

Engaging Experience 1

itle: Introduction to Stock Issues

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- 11-12.SL 1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: This topic will be entirely student directed as they will focus on the differences of policy debate and how to debate using a stock issues paradigm. Students will learn through some form of direct instruction the stock issues (Solvency, Harms, Inherency, Topicality, and Significance).

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Constructing a Case and Constructing a Disadvantage

Suggested Length of Time: 6 Days

Standards Addressed

Priority:

- 11-12.SL 1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will teach and be taught the proper format for an Affirmative Case. They will also be taught or teach the proper format for a disadvantage. They will then practice reading and arguing against each position.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 3

Title: Learning to Debate

Suggested Length of Time: 10 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will learn how to properly address an argument and respond to them appropriately using the RSVP model (Roadmap, State your opponent's argument, Voice your opposition, and predict the impact). This experience will culminate in a debate in front of the class.

Bloom's Levels: Create

Webb's DOK: 4

Rubric: The class will evaluate the performance using a ballot obtained from speech and debate.org. The teacher also has the option of using that ballot for evaluation purposes as well.

Topic 2: Public Forum

Engaging Experience 1

Title: Introduction to Public Forum

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Detailed Description/Instructions: Students will either teach the public forum format or be taught the proper format including but not limited to the time limits, the coin flip, and history of tactics and strategy of public forum.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Building a Case

Suggested Length of Time: 8 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will explore how to write both pro and con cases. Within this experience, students will learn terminology like Contention, Warrant, Framework, etc.

Bloom's Levels: Create; **Webb's DOK:** 4

Engaging Experience 3

Title: Learning to Debate with a Public Forum Paradigm

Suggested Length of Time: 9 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Students will learn to refute their opponents using the RSVP model. Students will then learn the different roles of the first and 2nd speaker and how to argue within those two positions. Finally, students learn how to conduct a successful singular cross-fire and grand cross-fire.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will engage in a Public Forum Debate in front of the class. Other non-participating students will use ballots obtained through the NSDA (National Speech and Debate Association) to do the evaluation.

Rubric for Engaging Scenario: A teacher can use a ballot obtained through the NSDA website or create their own.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Policy	Introduction to Stock Issues	This topic will be entirely student directed as they will focus on the differences of policy debate and how to debate using a stock issues paradigm. Students will learn through some form of direct instruction the stock issues (Solvency, Harms, Inherency, Topicality, and Significance).	4 Days
Policy	Constructing a Case and Constructing a Disadvantage	Students will teach and be taught the proper format for an Affirmative Case. They will also be taught or teach the proper format for a disadvantage. They will then practice reading and arguing against each position.	6 Days
Policy	Learning to Debate	Students will learn how to properly address an argument and respond to them appropriately using the RSVP model (Roadmap, State your opponent's argument, Voice your opposition, and Predict the impact). This experience will culminate in a debate in front of the class.	10 Days
Public Forum	Introduction to Public Forum	Students will either teach the public forum format or be taught the proper format including but not limited to the time limits, the coin flip, and history of tactics and strategy of public forum.	3 Days
Public Forum	Building a Case	Students will explore how to write both pro and con cases. Within this experience, students will learn terminology like Contention, Warrant, Framework, etc.	8 Days

Public Forum	Learning to Debate with a Public Forum Paradigm	Students will learn to refute their opponents using the RSVP model. Students will then learn the different roles of the first and 2nd speaker and how to argue within those two positions. Finally, students learn how to conduct a successful singular cross-fire and grand cross-fire.	9 Days
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Unit 3: Congressional Debate

Subject: Debate

Grade: 9-12

Name of Unit: Congressional Debate

Length of Unit: 4 Weeks

Overview of Unit: Students will learn to participate in Congressional debate to prepare themselves for tournament competition.

Priority Standards for unit:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.

Supporting Standards for unit:

- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience within the text by making choices regarding organization and content.
 - b. Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.

- e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.SL.1.B Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-DIGITAL CITIZEN.2: 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.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
A writing process to product clear and coherent writing in which the development is appropriate to the task, purpose, and audience	Follow	Apply	3
A writing process to product clear and coherent writing in which the organization is appropriate to the task, purpose, and audience	Follow	Apply	3
A writing process to product clear and coherent writing in which the style is appropriate to the task, purpose, and audience	Follow	Apply	3
A writing process to product clear and coherent writing in which the voice is appropriate to the task, purpose, and audience	Follow	Apply	3

With peers to promote civil, democratic discussions and decision-making	Work	Apply	3
With peers to set clear goals and deadlines	Work	Apply	3
With peers to establish individual roles as needed	Work	Apply	3
Audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners	Speak	Apply	3
By citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain	Draw conclusions	Analyze	4
By citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain	Infer	Analyze	4
By citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain	Analyze	Analyze	4

Essential Questions:

1. How do we determine the difference between a resolution and a bill?

2. How does Congress function?
3. How do you construct a speech of affirmation or negation of a piece of legislation?

Enduring Understanding/Big Ideas:

1. Students will understand that a bill may become law whereas a resolution is a recommendation for action.
2. Students will understand the differences between the House of Representatives and the Senate. Furthermore, they will understand Congress functions under Roberts Rules of Order and Parliamentary Procedures.
3. Students will use the components of speech and support their position to persuade the body of congress to vote with them while using supporting materials.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Answer ● Ballot ● Claim ● Evidence ● Impact ● Question ● Speech ● Warrant	● Amendment ● Bill ● Docket ● Parliamentarian ● Parliamentary Procedure ● Presiding Officer ● Resolution ● Robert's Rules of Order ● Speech of Affirmation ● Speech of Negation

Resources for Vocabulary Development: speechanddebate.org

Topic 1: Introduction to Student Congress

Engaging Experience 1

Title: Introduction

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Detailed Description/Instructions: Teacher leads classroom discussion on the function of both houses of congress and the different types of legislation including but not limited to resolutions, bills, and amendments.

Bloom's Levels: Understand

Webb's DOK: 4

Topic 2: Writing Congressional Speeches

Engaging Experience 1

Title: Exploring Speeches of Affirmation and Negation

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience within the text by making choices regarding organization and content.
 - b. Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE-DIGITAL CITIZEN.2: 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.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: Using the Suburban Conference legislation, students as a class will unpack one piece of legislation. Half of class will develop strategies in affirmation while the other half will develop arguments and strategies in negation.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 2

Title: Formal Writing of Speeches of Affirmation and Negation

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience within the text by making choices regarding organization and content.
 - b. Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.

- c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
 - ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
 - ISTE-DIGITAL CITIZEN.2: 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.

Detailed Description/Instructions: Using the Suburban Conference Legislative Docket the students will begin to develop individual speeches of affirmation and negation on several pieces of legislation for use in classroom student congress sessions.

Bloom's Levels: Create/Analyze

Webb's DOK: 4

Topic 3: Mock Congressional Debate Session

Engaging Experience 1

Title: Practice Sessions

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Supporting:

- 11-12.W.3.A Review, Revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience within the text by making choices regarding organization and content.
 - b. Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
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 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - e. Use technology, including the Internet, to product, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-DIGITAL CITIZEN.2: 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.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: With the teacher functioning as parliamentarian and Presiding Officer, students will engage in a mock congress session(s) in order to learn and practice proper procedure as well as deliver speeches of affirmation and negation. They will also learn to ask appropriate questions at the appropriate time.

Bloom's Levels: Create, Analyze, Evaluate, Apply

Webb's DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Following the same practice congress scenario, found in Topic 3: Engaging Experience 1, students will participate in an official student congress session where they will be formally evaluated by the teacher on their written speeches, delivery, and ability to pose and answer questions, and overall participation.

Rubric for Engaging Scenario: Ballot for evaluation can be obtained through the NSDA website www.speechanddebate.org.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to Student Congress	Introduction	Teacher leads classroom discussion on the function of both houses of congress and the different types of legislation including but not limited to resolutions, bills, and amendments.	2-3 Days
Writing Congressional Speeches	Exploring Speeches of Affirmation and Negation	Using the Suburban Conference legislation students as a class will unpack one piece of legislation. Half of class will develop strategies in affirmation while the other half will develop arguments and strategies in negation.	2 Days
Writing Congressional Speeches	Formal Writing of Speeches of Affirmation and Negation	Using the Suburban Conference Legislative Docket the students will begin to develop individual speeches of affirmation and negation on several pieces of legislation for use in classroom student congress sessions.	5 Days
Mock Congressional Debate Sessions	Practice Sessions	With the teacher functioning as parliamentarian and Presiding Officer, students will engage in a mock congress session(s) in order to learn and practice proper procedure as well as deliver speeches of affirmation and negation. They will also learn to ask appropriate questions at the appropriate time.	5 Days

Unit of Study Terminology

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.