

Units	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Analysis	<ol style="list-style-type: none"> 1. Debate in Historical and Contemporary Settings 2. Skills and practices in Competitive Debate <ul style="list-style-type: none"> • Recognize the historical underpinnings of debate as well as its uses and abuses now (1A, 1B, 1C, 2C) • Recognize logical fallacies and how to avoid them (5B) • Demonstrate critical-thinking skills and strategies in argumentation and debate (9C) 	<ol style="list-style-type: none"> 1. Policy Debate 2. Public Forum Debate <ul style="list-style-type: none"> • Recognize and be able to utilize factual and policy propositions (2A, 2B, 2D) • Evaluate the use of stock issues in affirmative and negative cases (4A) • Develop ability to understand, utilize, and impartially analyze opposing viewpoints (1C) • Analyze argumentation of self and others in order for improvement (10A) • Evaluate self and others using oral and/or written critiques (10B) 	<ol style="list-style-type: none"> 1. Congressional Debate 2. Extemporaneous Speaking <ul style="list-style-type: none"> • Analyze use of persuasion and debate in political settings (1A, 1B, 1C, 5C) • Develop necessary skills to quickly and effectively analyze a question and, with limited preparation, formulate a reasoned response (5A) • Analyze argumentation of self and others in order for improvement (10A) • Evaluate self and others using oral and/or written critiques (10B) 	<ol style="list-style-type: none"> 1. Lincoln-Douglas Debate <ul style="list-style-type: none"> • Recognize the different arguments of varying contemporary and classical philosophers (3C) • Analyze argumentation of self and others in order for improvement (10A) • Evaluate self and others using oral and/or written critiques (10B)
Delivery	<ul style="list-style-type: none"> • Demonstrate proper and ethical research skills and use of evidence (6A, 6C, 6D) • Utilize proper verbal and nonverbal skills for effective argumentation (9A, 9B) • Demonstrate proper ethical behaviors during a debate (9D) 	<ul style="list-style-type: none"> • Demonstrate ability to adapt to varying judging paradigms (4D) • Develop strategies to effectively refute and defend arguments utilizing logic and cross-examination skills (8C, 8D, 8E, 9C) • Utilize proper communication skills to 	<ul style="list-style-type: none"> • Demonstrate proper understanding of parliamentary procedure (9D) • Develop questioning strategies to assist in construction of further arguments (8E, 9C) • Demonstrate knowledge of extemporaneous speaking strategies including speech 	<ul style="list-style-type: none"> • Demonstrate ability to use various standards to understand and evaluate propositions of value (3A, 3B, 3D) • Develop strategies to effectively refute and defend arguments using value-based arguments and proofs (3G, 3H)

	<ul style="list-style-type: none"> Utilize proper organization and note-taking strategies for success in debate (6C, 8B) Demonstrate critical-thinking and critical-listening skills as applicable in a debate (8A) 	<p>inform and persuade in a policy setting (9A, 9B)</p>	<p>structure and delivery (9A, 9B, 9E)</p>	<ul style="list-style-type: none"> Evaluate voting criteria for a value proposition (3I)
Construction	<ul style="list-style-type: none"> Understand use of persuasion and logic in forming arguments (5A) Evaluate arguments of self and others for validity and relevance (5B) 	<ul style="list-style-type: none"> Utilize numerous strategies to effectively construct affirmative and negative cases and briefs (4B, 4C, 7A, 7B, 7C) Evaluate use of varying technologies and sources to analyze the efficacy (i.e. warrants and impacts) of evidence (6A, 6B) 	<ul style="list-style-type: none"> Utilize proper format for developing legislation for use in Congressional Debate (9A) Demonstrate proper use of evidence to support an argument in extemporaneous speaking (2A, 6A, 6B, 6D, 8C) 	<ul style="list-style-type: none"> Utilize classical and contemporary philosophers to construct arguments (3E) Evaluate various techniques to best construct affirmative and negative cases and briefs (3F)
Evidence of Mastery	<ul style="list-style-type: none"> Teacher formative and summative assessments Performance evaluations: Impromptu Speaking (suggested) with focus on quick formation of ideas and arguments 	<ul style="list-style-type: none"> Teacher formative and summative assessments PF/CX case construction Performance evaluations: practice PF/CX debate rounds 	<ul style="list-style-type: none"> Teacher formative and summative assessments Congress bill/resolution construction Performance evaluations: practice Congress round, practice Extemp speech 	<ul style="list-style-type: none"> Teacher formative and summative assessments LD case construction Performance evaluations: practice LD round