



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
25 Blocks	Unit 1: Debate Events	Topic 1: Lincoln Douglas Debate Topic 2: Current Resolution Topic 3: Case Construction
30 Blocks	Unit 2: Other Debate Formats	Topic 1: Policy Topic 2: Public Forum
25 Blocks	Unit 3: Congressional Debate	Topic 1: Introduction to Student Congress Topic 2: Writing Congressional Speeches Topic 3: Mock Congressional Debate Session

For materials to support learning within units, consider using the district-provided log-in to access www.SpeechAndDebate.org.

For additional vocabulary resources, consider [this glossary](#) from the same resource.

Curriculum Revision Tracking

Fall, 2024

- Learning Targets were included to provide clarity
- ISTE standards were removed

Spring, 2018

Board Approved with Revisions

Spring, 2016

Board Approved

Unit 1: Debate Events

Subject: HS Debate

Grade: 9-12

Name of Unit: Debate Events

Length of Unit: 25 blocks

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.a Review, revise, and edit writing with consideration for the task, purpose, and audience. 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 with the text by making choices regarding organization and content.
- 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- 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.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, 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.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.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.

Essential Questions:

1. How does one construct and write an argument?
2. How can one use elements of organization to enhance persuasion in writing?
3. How does one create flow within writing regarding argumentation?
4. Why is citing reliable evidence to support a claim necessary?

Enduring Understanding/Big Ideas:

1. A strong argument will organize and establish clear relationships among claims, counterclaims, reasons, and evidence.
2. Elements of persuasion will help organize and establish clear relationships among claims, counterclaims, reasons, and evidence.
3. Strong and through evidence supports analysis to convince a judge, or audience, of their position.
4. Transitions effectively move between similar and distinct arguments and sections of a text.

Unit Vocabulary:

- | | |
|---------------------|---|
| ● Resolution | ● Rebuttal |
| ● Value | ● Line-by-line |
| ● Value Criterion | ● Flowing |
| ● Cross-Examination | ● Signposting |
| ● Constructive | ● Claim |
| ● Contention | ● Warrant |
| ● Affirmative | ● Impact |
| ● Negative | ● Card |
| ● Refutation | ● Topic specific terms and definitions (varied) |

Engaging Scenario

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

Engaging Scenario 3 blocks

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. Students will be evaluated using individual student ballots written by judges of debate rounds. Students will submit final copies of their debate cases for teacher review and grading using an [LD Ballot for Rubric](#).

Topic 1: Lincoln Douglas Debate

Engaging Experience 1

Title: Have a Heart

Suggested Length of Time: 1 blocks

Standards Addressed:

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analyzing
Students will make inferences based on an analysis of what the text says explicitly.	3
	Analyzing
Students will cite relevant and thorough textual evidence to support inferences drawn from the text.	3
	Analyzing
Students will make inferences based on analysis of where the text leaves matter uncertain.	3
	Evaluating

Priority Standard: 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will evaluate an author's argument and reasoning for effectiveness in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for validity in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for logic in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for credibility in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for relevance of the evidence in a text.	4
	Evaluating

Detailed Description/Instructions:

1. Students complete the [*Have a Heart*](#) handout individually by acting as the Board of Directors of the Hospital. Based on the information provided, they must list in order of preference the person who should receive the one available heart.
2. Divide students into groups of 3 to 5 and ask each group to create one list that identifies 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. Students defend claims and counterclaims and discuss the difference between an emotional/moral claim to one stated and supported by factual information.
5. Assign each group:
 - a. List 3 reasons why your first-choice recipient should not get the heart, and
 - b. List 3 reasons why your last choice recipient should get the heart.
6. Do mock debate between two groups, walking students through the Lincoln Douglas format.
7. 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.
8. Have different groups debate one another on whether or not each candidate should receive the heart.

Engaging Experience 2

Title: Values and Morals in Lincoln Douglas Debate

Suggested Length of Time: 4 blocks

Standards Addressed:

Priority Standard: 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.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analyzing
Students will make inferences based on an analysis of what the text says explicitly.	3
	Analyzing
Students will cite relevant and thorough textual evidence to support inferences drawn from the text.	3
	Analyzing
Students will make inferences based on analysis of where the text leaves matters uncertain.	3
	Evaluating

Priority Standard: 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will evaluate an author's argument and reasoning for effectiveness in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for validity in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for logic in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for credibility in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for relevance of the evidence in a text.	4
	Evaluating

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 list 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 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.
 - a. 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.
 - b. In the 2nd third, expand selection to school. “What do we value as students at our school?” Examples might include Academics, Lunch, Sports, Education, etc.
 - c. In the last third, ask “What does Kansas City Value?”
 - d. 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.

Topic 2: Current Resolution

Engaging Experience 1

Title: Deconstructing the Current Resolution

Suggested Length of Time: 8 blocks

Standards Addressed

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analyzing
Students will make inferences based on an analysis of what the text says explicitly.	3
	Analyzing
Students will cite relevant and thorough textual evidence to support inferences drawn from the text.	3
	Analyzing
Students will make inferences based on analysis of where the text leaves matters uncertain.	3
	Evaluating

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.

Topic 3: Case Construction

Engaging Experience 1

Title: Affirmative and Negative

Suggested Length of Time: 9 blocks

Standards Addressed

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	2
	Applying
Students will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Applying
Students will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Analyzing

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. 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 with the text by making choices regarding organization and content.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will organize the content of writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follow from a text.	2
	Applying
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	3
	Analyzing

Priority Standard: 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to connect ideas and claims within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to signal time shift within a piece of writing.	2
	Applying

Detailed Description/Instructions: Using the [current NSDA topic](#), students will construct both an affirmative and negative case in order to participate in an in-class practice tournament and take to actual competitive tournaments. Students' cases will be evaluated based on completion with a 1:1 workshop analysis of drafts.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Lincoln Douglas Debate	Have a Heart	Students individually complete a <i>Have a Heart</i> handout using provided information and parameters. Then, students form groups and reevaluate their responses to form a new unanimous group response. Then, groups debate whole-class.	1 blocks
1: Lincoln Douglas Debate	Values and Morals in Lincoln Douglas Debate	Students discuss “values” in context of Lincoln Douglas debate then list the values of the debate classroom, their school, and their city. The whole class then discusses American values and their connection to Lincoln Douglas debate.	4 blocks
2: Current Resolution	Deconstructing the Current Resolution	Students discuss a resolution in context of debate, then evaluate and discuss current NSDA resolution(s).	8 blocks
3: Case Construction	Affirmative and Negative	Students construction affirmative and negative cases regarding current NSDA resolution(s).	9 blocks
Engaging Scenario: Students participate in a Lincoln Douglas all-class debate with affirmative and negative cases created by each student.			3 blocks

Unit 2: Other Debate Formats

Subject: HS Debate

Grade: 9-12

Name of Unit: Other Debate Formats

Length of Unit: 30 blocks

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.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.a Review, revise, and edit writing with consideration for the task, purpose, and audience. 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 with the text by making choices regarding organization and content.
- 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- 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.
- 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.

Supporting Standards for unit:

- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, 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.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.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.

Essential Questions:

1. How does one construct and write an argument?
2. How can one use elements of organization to enhance persuasion in writing?
3. How does one create flow within writing in regard to argumentation?
4. How can listening and engaging with diverse perspectives on a topic help us develop a deeper understanding?
5. How can understanding diverse ideas help us respond to arguments critically and effectively?

Enduring Understanding/Big Ideas:

1. A strong argument will organize and establish clear relationships among claims, counterclaims, reasons, and evidence.
2. Elements of persuasion will help organize and establish clear relationships among claims, counterclaims, reasons, and evidence.
3. Transitions effectively move between similar and distinct arguments and sections of a text.
4. Understanding a range of perspectives can help students develop persuasive arguments.
5. Understanding an opposing perspective is key to thoughtfully responding and refuting claims made on all sides of an issue.

Unit Vocabulary:

- | | |
|---------------------|---|
| ● Resolution | ● Warrant |
| ● Cross-Examination | ● Impact |
| ● Constructive | ● Card |
| ● Contention | ● Disadvantages |
| ● Affirmative | ● Advantages |
| ● Negative | ● Stock Issues |
| ● Refutation | ● Plan |
| ● Rebuttal | ● Counterplan |
| ● Line-by-line | ● Final Focus |
| ● Flowing | ● Voter Issues |
| ● Signposting | ● Crystallization |
| ● Claim | ● Framework |
| | ● Topic specific terms and definitions (varied) |

Engaging Scenario

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

Engaging Scenario 4 blocks

Students will engage in a Public Forum Debate in front of the class. Other non-participating students will use [NSDA Public Forum Debate ballots](#) or other teacher-provided ballots to evaluate their peers.

Topic 1: Policy

Engaging Experience 1

Title: Introduction to Stock Issues

Suggested Length of Time: 2 blocks

Standards Addressed

Priority Standard: 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will synthesize information from two or more texts about similar ideas/topics.	4
	Evaluating
Students will articulate the complexity of the issue to synthesize ideas from multiple texts.	4
	Creating

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 the stock issues through independent exploration. Stock issues include: Solvency, Harms, Inherency, Topicality, and Significance.

Engaging Experience 2

Title: Constructing a Case and Constructing a Disadvantage

Suggested Length of Time: 3 blocks

Standards Addressed

Priority Standard: 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will synthesize information from two or more texts about similar ideas/topics.	4
	Evaluating
Students will articulate the complexity of the issue to synthesize ideas from multiple texts.	4
	Creating

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.

Engaging Experience 3

Title: Learning to Debate

Suggested Length of Time: 5 blocks

Standards Addressed

Priority Standard: 11-12.W.1.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will gather relevant information from multiple authoritative print and digital sources.	2
	Applying
Students will use advanced searches effectively.	2
	Applying
The students will assess the strengths and limitations of each source in terms of the task, purpose, and audience.	3
	Analyzing
Students will integrate information into the text selectively to maintain the flow of ideas.	4
	Creating
Students will avoid plagiarism and overreliance on any one source.	2
	Applying
Students will follow a standard format for citation.	2
	Applying

Priority Standard: 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.

Learning Targets	Webb’s DOK Level
	Bloom’s Level
Students will delineate a speaker’s argument and claims.	4
	Evaluating
Students will evaluate the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations.	4
	Evaluating
Students will pose and respond to questions that probe reasoning and evidence.	4
	Creating
Students will ensure a hearing for a full range of positions on a topic or issue.	4
	Evaluating
Students will clarify, verify, or challenge ideas and conclusions.	3
	Analyzing
Students will promote divergent and creative perspectives.	4
	Creating

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. The class will evaluate the performance using an [NSDA Policy Debate ballot](#). 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 blocks

Standards Addressed

Priority Standard: 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will synthesize information from two or more texts about similar ideas/topics.	4
	Evaluating
Students will articulate the complexity of the issue to synthesize ideas from multiple texts.	4
	Creating

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.

Engaging Experience 2

Title: Building a Case

Suggested Length of Time: 3 blocks

Standards Addressed

Priority Standard: 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.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	2
	Applying
Students will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Applying
Students will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Analyzing

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. 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 with the text by making choices regarding organization and content.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will organize the content of writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follow from a text.	2
	Applying
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	3
	Analyzing

Priority Standard: 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to connect ideas and claims within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to signal time shift within a piece of writing.	2
	Applying

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will respond thoughtfully to diverse perspectives during collaboration, including those presented in diverse media.	3
	Analyzing
Students will synthesize claims made on all sides of an issue and, when warranted, qualify or justify his/her own views and understanding during collaboration.	4
	Evaluating
Students will make new connections in light of the evidence and reasoning presented during collaboration.	4
	Creating

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. [Debate Case Rubric](#)

Engaging Experience 3

Title: Learning to Debate with a Public Forum Paradigm

Suggested Length of Time: 10 blocks

Standards Addressed

Priority Standard: 11-12.W.1.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will gather relevant information from multiple authoritative print and digital sources.	2
	Applying
Students will use advanced searches effectively.	2
	Applying
The students will assess the strengths and limitations of each source in terms of the task, purpose, and audience.	3
	Analyzing
Students will integrate information into the text selectively to maintain the flow of ideas.	4
	Creating
Students will avoid plagiarism and overreliance on any one source.	2
	Applying
Students will follow a standard format for citation.	2
	Applying

Priority Standard: 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.

Learning Targets	Webb’s DOK Level
	Bloom’s Level
Students will delineate a speaker’s argument and claims.	4
	Evaluating
Students will evaluate the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations.	4
	Evaluating
Students will pose and respond to questions that probe reasoning and evidence.	4
	Creating
Students will ensure a hearing for a full range of positions on a topic or issue.	4
	Evaluating
Students will clarify, verify, or challenge ideas and conclusions.	3
	Analyzing
Students will promote divergent and creative perspectives.	4
	Creating

Detailed Description/Instructions: Students will learn to refute their opponents using the RSVP model. Students will then learn the different roles of the 1st 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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Policy	Introduction to Stock Issues	Students will learn about policy debate and the stock issues paradigm.	2 blocks
1: Policy	Constructing a Case and Constructing a Disadvantage	Students will learn about the proper formats for an Affirmative Case and a Disadvantage. They will practice reading and arguing against each position.	3 blocks
1: Policy	Learning to Debate	Students will learn to address an argument using the RSVP model then participate in whole-class debates.	5 blocks
2: Public Forum	Introduction to Public Forum	Students will learn the public forum debate format and its key elements.	3 blocks
2: Public Forum	Building a Case	Students will explore writing pro and con cases and learn about the terminology related to public forum debate.	3 blocks
2: Public Forum	Learning to Debate with a Public Forum Paradigm	Students will learn to refute opponents using the RSVP model as well as the roles and argumentation tactics of 1st and 2nd speaker. Students will also learn to conduct a successful singular cross-fire and grand cross-fire.	10 blocks
Engaging Scenario: Students will participate in a class-wide Public Forum debate as debaters and judges.			4 blocks

Unit 3: Congressional Debate

Subject: HS Debate

Grade: 9-12

Name of Unit: Congressional Debate

Length of Unit: 25 blocks

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.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. 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 with the text by making choices regarding organization and content.
- 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- 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.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.
- 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.

Supporting Standards for unit:

- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, 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.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.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.

Essential Questions:

1. How does one construct and write an argument?
2. How can one use elements of organization to enhance persuasion in writing?
3. How does one create flow within writing in regard to argumentation?
4. Why is citing reliable evidence to support a claim necessary?
5. How can listening and engaging with diverse perspectives on a topic help us develop a deeper understanding?
6. How can understanding diverse ideas help us respond to arguments critically and effectively?

Enduring Understanding/Big Ideas:

1. A strong argument will organize and establish clear relationships among claims, counterclaims, reasons, and evidence.
2. Elements of persuasion will help organize and establish clear relationships among claims, counterclaims, reasons, and evidence.
3. Transitions effectively move between similar and distinct arguments and sections of a text.
4. Strong and through evidence supports analysis in order to convince a judge, or audience, of their position.
5. Understanding a range of perspectives can help students develop persuasive arguments.
6. Understanding an opposing perspective is key to thoughtfully responding and refuting claims made on all sides of an issue.

Unit Vocabulary:

- | | |
|---------------------------|---------------------------|
| ● Answer | ● Presiding Officer |
| ● Ballot | ● Resolution |
| ● Claim | ● Robert's Rules of Order |
| ● Evidence | ● Speech of Affirmation |
| ● Amendment | ● Speech of Negation |
| ● Bill | ● Impact |
| ● Docket | ● Question |
| ● Parliamentarian | ● Speech |
| ● Parliamentary Procedure | ● Warrant |

Engaging Scenario

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

Engaging Scenario 3 blocks

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. Students will be evaluated using the [NSDA Congressional Debate ballot](#).

Topic 1: Introduction to Student Congress

Engaging Experience 1

Title: Introduction to Congressional Debate

Suggested Length of Time: 4 blocks

Standards Addressed

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analyzing
Students will make inferences based on an analysis of what the text says explicitly.	3
	Analyzing
Students will cite relevant and thorough textual evidence to support inferences drawn from the text.	3
	Analyzing
Students will make inferences based on analysis of where the text leaves matters uncertain.	3
	Evaluating

Priority Standard: 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will evaluate an author's argument and reasoning for effectiveness in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for validity in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for logic in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for credibility in a text.	4
	Evaluating
Students will evaluate an author's argument and reasoning for relevance of the evidence in a text.	4
	Evaluating

Detailed Description/Instructions: As an introduction to [Congressional Debate](#), the 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.

Topic 2: Writing Congressional Speeches

Engaging Experience 1

Title: Exploring Speeches of Affirmation and Negation

Suggested Length of Time: 3 blocks

Standards Addressed

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	2
	Applying
Students will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Applying
Students will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Analyzing

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. 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 with the text by making choices regarding organization and content.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will organize the content of writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follow from a text.	2
	Applying
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	3
	Analyzing

Priority Standard: 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to connect ideas and claims within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to signal time shift within a piece of writing.	2
	Applying

Detailed Description/Instructions: Using the [NSDA Topics Page](#), students work as a class to unpack one piece of legislation. Half of class will develop strategies in affirmation while the other half will develop arguments and strategies in negation.

[Congress Speech Template](#)

Engaging Experience 2

Title: Formal Writing of Speeches of Affirmation and Negation

Suggested Length of Time: 5 blocks

Standards Addressed

Priority Standard: 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.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	2
	Applying
Students will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Applying
Students will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Analyzing

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. 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 with the text by making choices regarding organization and content.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will organize the content of writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from a text.	2
	Applying
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding organization.	3
	Analyzing
Students will achieve a purpose and enhance the reader's understanding of and experience with a text by making choices regarding content.	3
	Analyzing

Priority Standard: 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Applying
Students will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to connect ideas and claims within a piece of writing.	2
	Applying
Students will use a variety of appropriate transitions to signal time shift within a piece of writing.	2
	Applying

Priority Standard: 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.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will respond thoughtfully to diverse perspectives during collaboration, including those presented in diverse media.	3
	Analyzing
Students will synthesize claims made on all sides of an issue and, when warranted, qualify or justify his/her own views and understanding during collaboration.	4
	Evaluating
Students will make new connections in light of the evidence and reasoning presented during collaboration.	4
	Creating

Detailed Description/Instructions: Using the [NSDA topic page](#), the students will begin to develop individual speeches of affirmation and negation on several pieces of legislation for use in classroom student congress sessions.

Topic 3: Mock Congressional Debate Session

Engaging Experience 1

Title: Practice Sessions

Suggested Length of Time: 10 blocks

Standards Addressed

Priority Standard: 11-12.W.1.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will gather relevant information from multiple authoritative print and digital sources.	2
	Applying
Students will use advanced searches effectively.	2
	Applying
The students will assess the strengths and limitations of each source in terms of the task, purpose, and audience.	3
	Analyzing
Students will integrate information into the text selectively to maintain the flow of ideas.	4
	Creating
Students will avoid plagiarism and overreliance on any one source.	2
	Applying
Students will follow a standard format for citation.	2
	Applying

Priority Standard: 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.

Learning Targets	Webb’s DOK Level
	Bloom’s Level
Students will delineate a speaker’s argument and claims.	4
	Evaluating
Students will evaluate the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations.	4
	Evaluating
Students will pose and respond to questions that probe reasoning and evidence.	4
	Creating
Students will ensure a hearing for a full range of positions on a topic or issue.	4
	Evaluating
Students will clarify, verify, or challenge ideas and conclusions.	3
	Analyzing
Students will promote divergent and creative perspectives.	4
	Creating

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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1: Introduction to Student Congress	Introduction to Congressional Debate	Students discuss key features of congressional debate.	4 blocks
2: Writing Congressional Speeches	Exploring Speeches of Affirmation and Negation	Students unpack one piece of legislation with half developing arguments/strategies in affirmative and half developing arguments/strategies in negation.	3 blocks
2: Writing Congressional Speeches	Formal Writing of Speeches of Affirmation and Negation	Students develop individual speeches of affirmation and negation on several pieces of legislation for use in classroom student congress session(s).	5 blocks
3: Mock Congressional Debate Sessions	Practice Sessions	Students engage in mock congress session(s) to practice proper procedure, speech delivery, and questioning.	10 blocks
Engaging Scenario: Students participate in a formal student congress session wherein they will be evaluated on their written speeches, delivery, and ability to pose and answer questions.			3 blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

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.