

CFISD Debate I

Scope and Sequence 2025-2026

Course Description: Gaining a general understanding of the major forms of debate, studying logic and reasoning and learning to prepare and present actual debates, oratories, and extemporaneous speeches, are the objectives of this course in argumentation. Participation in competitive speech and debate events is a requirement for this class. Students involved in speech/debate competitions may be required to work after school to prepare. Preparation time will be limited to 8 hours per week on Monday through Thursday. After 2:30 on Friday, there is no limit on the number of hours students may work. Speech competitions are held on Friday evening and Saturday. Student fees for tournament competition are required.

Texas Essential Knowledge and Skills: [Debate TEKS](#)

Instructional Units	Days**	
First Semester	81	End Date
1st Grading Period	08/13/2025	10/9/2025
Unit 1: Debate Ethics & Team Expectations • Team building, class & tournament procedures, developing confidence & civility	5	8/23
Unit 2: Beginning Argumentation • Debate formats, understanding resolutions, analyzing controversial issues & philosophies, contention structure (claim-warrant-impact), credible evidence & citation, writing affirmative/pro & negative/con positions	36	10/9
*2nd Grading Period	10/15/2025	12/18/2025
Unit 3: Beginning Refutation • Debate note-taking method (flowing), cross-examination, rebuttals, logic, time management, judge/audience adaptation, practice & formal performances, peer critique/coaching	20	11/15
*Unit 4: Public Speaking • Topic brainstorming, grabbing & maintaining attention, idea organization & support devices, verbal & nonverbal delivery, researching current events & social issues	20	12/18

Second Semester	92	End Date
3rd Grading Period	01/06/2026	03/06/2026
Unit 5: Advanced Argumentation, Case Construction, & Refutation • Developing frameworks & burdens of proof, constructing blocks & briefs, line-by-line response & improving clash, crystallization & voting issues	23	2/7
Unit 6: UIL Preparation • Differences in leagues & event rules, developing competition ready presentations, practice & formal performance, critique & revision	18	3/6
*4th Grading Period	03/16/2026	05/28/2026
Unit 7: Democratic Processes & Role in Society • Examination of advocacy in historical and contemporary contexts/mediums; analyzing value assumptions in personal, social, & political conflicts; logic & persuasion	24	4/17
*Unit 8: Transitioning from Novice to Varsity • Preparation of final formal performance in independent workshop format, project organization & time management, self-evaluation & goal setting	27	5/28

* Includes time for semester review & final exams.

** The length of each unit is an approximate number of days dependent upon the materials used and complexity of assignments. Units may be combined. The purpose of this flexibility is to allow teachers the opportunity to plan for the needs of their students and to accommodate re-teaching or review when necessary. If pre-assessment indicates student mastery could be achieved in a fewer number of days, the additional time could be used for extension or carried into the next unit.

Instructional Material(s):

Resources from academic and professional communications organizations, such as the [National Speech & Debate Association](#), [Texas Forensic Association](#), [Texas Speech Communication Association](#), and [University Interscholastic League](#).

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Notes for Teachers

Unit 1: If you have an independent Debate I class that isn't intermingled with 2-4, it is advised beginners not choose an event and workshop it like varsity. It is preferred that Debate I runs more like a regular class where students learn the different event opportunities in more structured units so that they are making an informed choice once they become varsity rather than choosing based on fear of the unknown or because they have underestimated an undiscovered talent.

Unit 2: More collaborative. Could be LD, PF, CX, and/or World Schools. Congress could work too. Can base this decision on topics assigned by NSDA & assessment of what is best for students. This unit is focused more on the building of cases and the research/work that initially goes into students constructing their positions on a topic.

Unit 3: Beginning unit is introducing kids to what these things are and how to do them at a basic level: What is a rebuttal? What is CX? The advanced unit in 2nd semester will work on strategies to improve these skills and make them more effective. This unit is focused more on actual in-round skills kids will need when facing an opponent with the cases they completed in Unit 2.

Unit 4: May include extemp, oration, informative, and/or impromptu. Would be OK to move Unit 4 to the second position and follow with debate events so that semester would go Public Speaking, Beginning Argumentation, Beginning Refutation. However, the two debate units need to be covered with depth of time & attention. Students must do debate events in the debate class. Public speaking and oral interpretation events add enrichment.

Unit 5: Could be different format of debate (such that if you taught PF in fall, you would now teach LD). Or, it can be more independent work (such that if students wrote cases in groups or partnerships in the fall, they would now write them individually in the spring). Another way to conceptualize the difference between beginning & advanced is in complexity of case structures & types of arguments used in fall & spring (such that students might have a very basic opening to their case in the fall and attempt a more intricate framework in the spring).

Unit 6: UIL events debate coaches typically are asked to cover: CX, LD, Info. & Persuasive Extemp, Prose & Poetry. Some coaches also cover current events. Check with your campus UIL coordinator. If you are only taking varsity to UIL (no novices attending the

competition), you can still teach the novices UIL events at this time.

Unit 7: The language for this unit is taken directly from the debate TEKS. It leaves teachers some flexibility with ending their year. Congress would fit perfectly here and can go beyond only the competitive format to discuss the real U.S. Congress/government and get into presidential election, etc., in terms of debate's role. This also would be a place to discuss how advocacy takes creative forms and introduce something like Program Oral Interp (POI). Or, you can do something here with no competitive focus at all to

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look at debate beyond tournaments, such as the Art Case project in our curriculum files. There is a lot of experimentation happening in college debate with things like narratives and poetic devices being used as advocacies. This unit can look at other ways to make argument. If you haven't taught logical fallacies yet, this is also a good place for that material. The unifying theme is take debate beyond tournaments to look at larger social purposes/impact and what it means to advocate in a democracy.

Unit 8: Final novice night is usually in May, and varsity can assist with preparation and judging if you want. You will see final unit in Debate 1 lines up with final unit in Debate 2-4 to allow for this. For some CFISD teachers who use varsity grade contracts in Debate 2-4, they use this last unit to introduce this more independent workshop format to their Debate I novices to see if they are ready to enroll in the varsity courses. This gives them a taste of what Debate 2-4 will require. So, they could work on a contract system as they prepare for the last novice night.

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