

## Debate 1, 2, and 3 Year at a Glance

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

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