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:

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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:

- Write arguments focused on discipline-specific content. CCSS.ELA-WRITINGFORLITERACY.11-12.1
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from or supports the argument presented.

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - 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.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Board Approved: March 31, 2016
● Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-READINGFORLITERACY.11-12.2

● Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-READINGFORLITERACY.11-12.5

● Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-SPEAKING&LISTENING.11-12.4

● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-READING.11-12.1

Supporting Standards for unit:

● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. CCSS.ELA-LANGUAGE.11-12.1
  ○ Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  ○ Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

● Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-READINGFORLITERACY.11-12.7

● Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. CCSS.ELA-SPEAKING&LISTENING.11-12.3

● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-WRITINGFORLITERACY.11-12.4

● Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) CCSS.ELA-SPEAKING&LISTENING.11-12.6

● 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. CCSS.ELA-LANGUAGE.11-12.6

● Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-LANGUAGE.11-12.5

● Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  ○ Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
○ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
○ Develop cultural understanding and global awareness by engaging with learners of other cultures.
○ Contribute to project teams to produce original works or solve problems.
● Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  ○ Plan strategies to guide inquiry.
  ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  ○ Process data and report results.
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tr>
<td>arguments focused on discipline-specific content</td>
<td>Write</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>precise claim(s), distinguish the claim(s) from alternate or opposing claims</td>
<td>Introduce</td>
<td>Apply</td>
<td>4</td>
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<tr>
<td>an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence</td>
<td>create</td>
<td>Create</td>
<td>4</td>
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<tr>
<td>claim(s) and counterclaims</td>
<td>Develop</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>words, phrases, and clauses</td>
<td>Use</td>
<td>Apply</td>
<td>4</td>
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<tr>
<td>and maintain a formal style and objective tone</td>
<td>Establish</td>
<td>Apply</td>
<td>4</td>
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<tr>
<td>a concluding statement</td>
<td>Provide</td>
<td>Create</td>
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<tr>
<td>and participate effectively in a range of collaborative discussions</td>
<td>Initiate</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>to evidence from texts and other research on the topic or issue to stimulate a thoughtful discussion</td>
<td>Refer</td>
<td>Analyze</td>
<td>4</td>
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<tr>
<td>with peers to promote civil, democratic discussions and decision making</td>
<td>Work</td>
<td>Apply</td>
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<tr>
<td>clear goals and deadlines</td>
<td>Set</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>individual roles as needed</td>
<td>Establish</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>and responding to questions that probe reasoning and evidence</td>
<td>Pose</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>posing and to questions that probe reasoning and evidence</td>
<td>Respond</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue</td>
<td>Respond</td>
<td>Create</td>
<td>4</td>
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<tr>
<td>contradictions when possible</td>
<td>Resolve</td>
<td>Evaluate</td>
<td>4</td>
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<td>the central ideas or conclusions of a text</td>
<td>Determine</td>
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<tr>
<td>complex concepts, processes, or information presented in a text by paraphrasing</td>
<td>Summarize</td>
<td>Evaluate</td>
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<tr>
<td>how the text structures information or ideas into categories or hierarchies</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>information, findings, and supporting evidence, conveying a clear and distinct perspective</td>
<td>Present</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>strong and thorough textual evidence to support analysis</td>
<td>Cite</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>● Character</td>
<td>● Ad-Lib</td>
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<td>● Climax</td>
<td>● Character Pop</td>
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<td>● Conclusion</td>
<td>● Cutting</td>
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<td>● Conflict</td>
<td>● Duet Acting</td>
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<td>● Context</td>
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<td>● Denouement</td>
<td>● Improvise</td>
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<td>● Dialogue</td>
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<td>● Diction</td>
<td>● Interpret</td>
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<tr>
<td>● Exposition</td>
<td>● Interpretation</td>
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<tr>
<td>● Objective</td>
<td>● Introduction</td>
</tr>
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<td>● Pitch</td>
<td>● Motivation</td>
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<td>● Projection</td>
<td>● Muscle Memory</td>
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<tr>
<td>● Rising Action</td>
<td>● Off Stage Focus</td>
</tr>
<tr>
<td>● Style</td>
<td>● Pacing</td>
</tr>
<tr>
<td>● Subtext</td>
<td>● Pantomime</td>
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<tr>
<td>● Transition</td>
<td>● Rehearsal</td>
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<td></td>
<td>● Script</td>
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<td></td>
<td>● Teaser</td>
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<td>● Tournament Dress</td>
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**Resources for Vocabulary Development:** [www.speechanddebate.org](http://www.speechanddebate.org)
Engaging Experience 1
Title: Have a Heart
Suggested Length of Time: 1-2 Weeks

Standards Addressed

Priority:

● Write arguments focused on discipline-specific content. CCSS.ELA-WRITINGFORLITERACY.11-12.1
  ○ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  ○ Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  ○ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  ○ Provide a concluding statement or section that follows from or supports the argument presented.

● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  ○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  ○ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  ○ 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.
  ○ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

● Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization,
development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-SPEAKING&LISTENING.11-12.4

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-READING.11-12.1

**Supporting:**

- 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. CCSS.ELA-LANGUAGE.11-12.6

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (ISTE 2 - Communication and Collaboration).
  - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Develop cultural understanding and global awareness by engaging with learners of other cultures.
  - Contribute to project teams to produce original works or solve problems.

**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:** Remember, Understand, Apply, Analyze, Evaluate

**Webb’s DOK:** 4

**Rubric:** Teacher observation of group activity
Engaging Experience 2
Title: Values and Morals in Lincoln Douglas Debate
Suggested Length of Time: 1-2 days
Standards Addressed

Priority:
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-READINGFORLITERACY.11-12.5
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - 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.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Supporting:
- N/A

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
   **Rubric:** To be created
Engaging Experience 1:

Title: Deconstructing the Current Resolution
Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - 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.
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-READINGFORLITERACY.11-12.2
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. CCSS.ELA-READINGFORLITERACY.11-12.5
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-SPEAKING&LISTENING.11-12.4

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

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; Rubric: Check for understanding
Engaging Experience 1
Title: Affirmative and Negative
Suggested Length of Time: 1-2 Weeks

Standards Addressed

Priority:

- Write arguments focused on discipline-specific content. CCSS.ELA-WRITINGFORLITERACY.11-12.1
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from or supports the argument presented.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-SPEAKING&LISTENING.11-12.4
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-READING.11-12.1

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. CCSS.ELA-LANGUAGE.11-12.1
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
● Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-WRITINGFORLITERACY.11-12.4

● 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. CCSS.ELA-LANGUAGE.11-12.6

● Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-LANGUAGE.11-12.5

● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative 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).
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1     | Have a Heart               | 1. Using the Have a Heart handout, students complete INDIVIDUALLY (one students 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. Group 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. | 1-2 Weeks |
| 1     | 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:  
1. In a full class discussion, using the debates from Have a Heart, have students listed over-arching | 1-2 Days |
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 ⅓: 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.

| 2 | 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 |
| 3 | 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:
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. CCSS.ELA-READING.11-12.2  
- Utilize warm-up techniques for preparation of body, voice and mind  
- Improvise using emotional and sensory recall  
- Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances  
- Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history (National Content Standard #1)  
- Rehearse, polish, and present a performance for a class or invited audience  

Supporting Standards for unit:
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-READING.11-12.5  
- Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. CCSS.ELA-READING.11-12.6  
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-LANGUAGE.11-12.5  
- 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. CCSS.ELA-LANGUAGE.11-12.6  
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-READING.11-12.1
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>two or more central ideas of a text</td>
<td>Determine</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>their development over the course of the text</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>warm-up techniques for preparation of body, voice and mind</td>
<td>Utilize</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>using emotional and sensory recall</td>
<td>Improvise</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>personal criteria for critiquing dramatic texts and performances</td>
<td>Articulate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>personal criteria for critiquing dramatic texts and performances</td>
<td>Justify</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>personal criteria for critiquing dramatic texts and performances</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>writing through improvising, writing, and refining scripts</td>
<td>Script</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>a performance for a class or invited audience</td>
<td>Rehearse</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>a performance for a class or invited audience</td>
<td>Polish</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>a performance for a class or invited audience</td>
<td>Present</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>
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:

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

Resources for Vocabulary Development: [www.speechanddebate.org](http://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.
Engaging Experience 1
Title: Introduction to Stock Issues
Suggested Length of Time: 4 Days

Standards Addressed

Priority:
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - 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.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Supporting:
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative 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

**Rubric:** To Be Created

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**Engaging Experience 2**

**Title:** Constructing a Case and Constructing a Disadvantage

**Suggested Length of Time:** 6 Days

**Standards Addressed**

*Priority:*

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - 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.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

*Supporting:*

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
○ Demonstrate personal responsibility for lifelong learning.
○ Exhibit leadership for digital citizenship.

**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

**Rubric:** To Be Created

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**Engaging Experience 3**

**Title:** Learning to Debate

**Suggested Length of Time:** 10 Days

**Standards Addressed**

**Priority:**

○ Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1

○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

○ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

○ Propose 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.

○ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Supporting:**

○ Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  ○ Understand and use technology systems.
  ○ Select and use applications effectively and productively.
  ○ Troubleshoot systems and applications.
  ○ Transfer current knowledge to learning of new technologies.

**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.
Engaging Experience 1
Title: Introduction to Public Forum
Suggested Length of Time: 3 Days
Standards Addressed
Priority:
● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
○ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
○ 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.
○ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Supporting:
● Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
○ Understand and use technology systems.
○ Select and use applications effectively and productively.
○ Troubleshoot systems and applications.
○ Transfer current knowledge to learning of new technologies.

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
Rubric: To Be Created

Engaging Experience 2
Title: Building a Case
Suggested Length of Time: 8 Days
Standards Addressed
Priority:
• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  ○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  ○ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  ○ 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.
  ○ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Supporting:
  • Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
    ○ Plan strategies to guide inquiry.
    ○ Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    ○ Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
    ○ Process data and report results.
  • Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
    ○ Identify and define authentic problems and significant questions for investigation.
    ○ Plan and manage activities to develop a solution or complete a project.
    ○ Collect and analyze data to identify solutions and/or make informed decisions.
    ○ Use multiple processes and diverse perspectives to explore alternative 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

Rubric: To be developed
Engaging Experience 3
Title: Learning to Debate with a Public Forum Paradigm
Suggested Length of Time: 9 Days
Standards Addressed

Priority:
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.
  - Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.
  - 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.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Supporting:
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.
  - Transfer current knowledge to learning of new technologies

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
Rubric: To Be Created
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.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Stock Issues</td>
<td>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).</td>
<td>4 Days</td>
</tr>
<tr>
<td>1</td>
<td>Constructing a Case and Constructing a Disadvantage</td>
<td>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.</td>
<td>6 Days</td>
</tr>
<tr>
<td>1</td>
<td>Learning to Debate</td>
<td>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.</td>
<td>10 Days</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Public Forum</td>
<td>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.</td>
<td>3 Days</td>
</tr>
<tr>
<td>2</td>
<td>Building a Case</td>
<td>Students will explore how to write both pro and con cases. Within this experience, students will learn terminology like Contention, Warrant, Framework, etc.</td>
<td>8 Days</td>
</tr>
<tr>
<td>2</td>
<td>Learning to Debate with a Public Forum Paradigm</td>
<td>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.</td>
<td>9 Days</td>
</tr>
</tbody>
</table>
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:

- Write arguments focused on discipline-specific content. CCSS.ELA-WRITINGFORLITERACY.11-12.1
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from or supports the argument presented.

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - 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.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-READINGFORLITERACY.11-12.2
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-SPEAKING&LISTENING.11-12.4
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-READING.11-12.1
- Rehearse, polish, and present a performance for a class or invited audience

**Supporting Standards for unit:**
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. CCSS.ELA-LANGUAGE.11-12.1
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-READINGFORLITERACY.11-12.7
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. CCSS.ELA-SPEAKING&LISTENING.11-12.3
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-WRITINGFORLITERACY.11-12.4
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) CCSS.ELA-SPEAKING&LISTENING.11-12.6
- 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. CCSS.ELA-LANGUAGE.11-12.6
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-LANGUAGE.11-12.5
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.
• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  ○ Identify and define authentic problems and significant questions for investigation.
  ○ Plan and manage activities to develop a solution or complete a project.
  ○ Collect and analyze data to identify solutions and/or make informed decisions.
  ○ Use multiple processes and diverse perspectives to explore alternative solutions.
• Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  ○ Demonstrate personal responsibility for lifelong learning.
  ○ Exhibit leadership for digital citizenship.
• Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  ○ Understand and use technology systems.
  ○ Select and use applications effectively and productively.
  ○ Troubleshoot systems and applications.
  ○ Transfer current knowledge to learning of new technologies.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>arguments focused on discipline-specific content</td>
<td>Write</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>precise claim(s), distinguish the claim(s) from alternate or opposing claims</td>
<td>Introduce</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence</td>
<td>create</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>claim(s) and counterclaims</td>
<td>Develop</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>words, phrases, and clauses</td>
<td>Use</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>and maintain a formal style and objective tone</td>
<td>Establish</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>a concluding statement</td>
<td>Provide</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>and participate effectively in a range of collaborative discussions</td>
<td>Initiate</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>to evidence from texts and other research on the topic or issue to stimulate a thoughtful</td>
<td>Refer</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>with peers to promote civil, democratic discussions and decision-making</td>
<td>Work</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>clear goals and deadlines</td>
<td>Set</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>individual roles as needed</td>
<td>Establish</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>and responding to questions that probe reasoning and evidence</td>
<td>Pose</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>posing and to questions that probe reasoning and evidence</td>
<td>Respond</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue</td>
<td>Respond</td>
<td>Create’</td>
<td>4</td>
</tr>
<tr>
<td>contradictions when possible</td>
<td>Resolve</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>the central ideas or conclusions of a text</td>
<td>Determine</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>complex concepts, processes, or information presented in a text by paraphrasing</td>
<td>Summarize</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>information, findings, and supporting evidence, conveying a clear and distinct perspective</td>
<td>Present</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>strong and thorough textual evidence to support analysis</td>
<td>Cite</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>
**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 Representation 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:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Answer</td>
<td>● Amendment</td>
</tr>
<tr>
<td>● Ballot</td>
<td>● Bill</td>
</tr>
<tr>
<td>● Claim</td>
<td>● Docket</td>
</tr>
<tr>
<td>● Evidence</td>
<td>● Parliamentarian</td>
</tr>
<tr>
<td>● Impact</td>
<td>● Parliamentary Procedure</td>
</tr>
<tr>
<td>● Question</td>
<td>● Presiding Officer</td>
</tr>
<tr>
<td>● Speech</td>
<td>● Resolution</td>
</tr>
<tr>
<td>● Warrant</td>
<td>● Robert’s Rules of Order</td>
</tr>
<tr>
<td></td>
<td>● Speech of Affirmation</td>
</tr>
<tr>
<td></td>
<td>● Speech of Negation</td>
</tr>
</tbody>
</table>

**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:**
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - 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.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Supporting:**
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Troubleshoot systems and applications.
  - Transfer current knowledge to learning of new technologies.

**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

**Rubric:** To be created
Topic 2: Writing Congressional Speeches

Engaging Experience 1
Title: Exploring Speeches of Affirmation and Negation
Suggested Length of Time: 2 Days

Standards Addressed

Priority:
- Write arguments focused on discipline-specific content. CCSS.ELA-WRITINGFORLITERACY.11-12.1
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from or supports the argument presented.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - 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.
  - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
  - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing
them in simpler but still accurate terms. CCSS.ELA-READINGFORLITERACY.11-12.2

Supporting:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. CCSS.ELA-LANGUAGE.11-12.1
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-READINGFORLITERACY.11-12.7

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. CCSS.ELA-SPEAKING&LISTENING.11-12.3

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-WRITINGFORLITERACY.11-12.4

- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) CCSS.ELA-SPEAKING&LISTENING.11-12.6

- 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. CCSS.ELA-LANGUAGE.11-12.6

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-LANGUAGE.11-12.5

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
  - Process data and report results.

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
○ Use multiple processes and diverse perspectives to explore alternative solutions.

● Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  ○ Demonstrate personal responsibility for lifelong learning.
  ○ Exhibit leadership for digital citizenship.

**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 strategies in negation.

**Bloom’s Levels:** Create
**Webb’s DOK:** 4
**Rubric:** To be created

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**Engaging Experience 2**

**Title:** Formal Writing of Speeches of Affirmation and Negation  
**Suggested Length of Time:** 5 Days  
**Standards Addressed**

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**Priority:**

- Write arguments focused on discipline-specific content. CCSS.ELA-WRITINGFORLITERACY.11-12.1
  - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from or supports the argument presented.

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. CCSS.ELA-READINGFORLITERACY.11-12.2

Supporting:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. CCSS.ELA-LANGUAGE.11-12.1
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed.

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-READINGFORLITERACY.11-12.7

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. CCSS.ELA-SPEAKING&LISTENING.11-12.3

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-WRITINGFORLITERACY.11-12.4

- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) CCSS.ELA-SPEAKING&LISTENING.11-12.6

- 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. CCSS.ELA-LANGUAGE.11-12.6

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-LANGUAGE.11-12.5

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
○ Identify and define authentic problems and significant questions for investigation.
○ Plan and manage activities to develop a solution or complete a project.
○ Collect and analyze data to identify solutions and/or make informed decisions.
○ Use multiple processes and diverse perspectives to explore alternative solutions.

● Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
  ○ Advocate and practice safe, legal, and responsible use of information and technology.
  ○ Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  ○ Demonstrate personal responsibility for lifelong learning.
  ○ Exhibit leadership for digital citizenship.

**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

**Rubric:** To be created
Topic 3: Mock Congressional Debate Session

Engaging Experience 1
Title: Practice Sessions
Suggested Length of Time: 5 Days
Standards Addressed

Priority:

● Write arguments focused on discipline-specific content. CCSS.ELA-WRITINGFORLITERACY.11-12.1
  ○ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  ○ Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  ○ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  ○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  ○ Provide a concluding statement or section that follows from or supports the argument presented.

● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-SPEAKING&LISTENING.11-12.1
  ○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  ○ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  ○ Propose 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.
  ○ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

● Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.CCSS.ELA-READINGFORLITERACY.11-12.2
• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-SPEAKING&LISTENING.11-12.4

• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-READING.11-12.1

• Rehearse, polish, and present a performance for a class or invited audience

Supporting:
• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. CCSS.ELA-LANGUAGE.11-12.1
  ○ Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  ○ Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

• Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
  ○ Understand and use technology systems.
  ○ Select and use applications effectively and productively.
  ○ Troubleshoot systems and applications.
  ○ Transfer current knowledge to learning of new technologies.

**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

**Rubric:** To be created
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](http://www.speechanddebate.org).
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>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.</td>
<td>2-3 Days</td>
</tr>
<tr>
<td>2</td>
<td>Exploring Speeches of Affirmation and Negation</td>
<td>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.</td>
<td>2 Days</td>
</tr>
<tr>
<td>3</td>
<td>Formal Writing of Speeches of Affirmation and Negation</td>
<td>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.</td>
<td>5 Days</td>
</tr>
<tr>
<td>4</td>
<td>Practice Sessions</td>
<td>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.</td>
<td>5 Days</td>
</tr>
</tbody>
</table>
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.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.