



Essential Academic Learning Requirements Debate Curriculum Alignment

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Reading Skills: Essential Academic Learning Requirements

Standard 1. The student understands and uses different skills and strategies to read.	Aligned Curriculum
<p>1.1 Uses word recognition and word meaning skills to read and comprehend text</p> <p>1.2 Use vocabulary through wide reading</p> <p>1.3 Builds vocabulary through reading</p> <p>1.4 Apply word recognition skills and strategies to read fluently</p>	<p>1.1-1.4 Students must comprehend evidence from a wide-variety of sources, including college-level essays, in order to support their proposals/debate arguments. Students will be encouraged to use the rhetoric in their evidence in their speeches in order to get familiar with different vocabulary.</p> <p>1.1 In preparation for debates, students research, read, synthesize, analyze and critique a variety of texts from different media sources (newspapers, magazines, scholarly journals and online resources) to support their proposal/counterproposal.</p> <p>1.2 In preparing for debates and answering their opponents proposal, students read materials from experts in the field comprehending the meaning and use of the rhetoric in the supportive evidence.</p> <p>1.3-1.4 Students apply word recognition skills and strategies to build vocabulary through reading from a variety of sources from specific fields of academic study including science, business and mathematics.</p> <p>2.1-2.2 Students must interpret, analyze, synthesize, summarize, and critique researched evidence in order to create proposals and counterproposals. Students read evidence out-loud during debate rounds to support their proposals/arguments. Students scan evidence to find important documentary support for their positions/proposals.</p>
<p>Standard 2. The student understands the meaning of what is read.</p> <p>2.1 Demonstrate evidence of reading comprehension</p> <p>2.2 Understand and apply knowledge of text components to comprehend text.</p> <p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas</p> <p>2.4 Think critically and analyzes author's use of language, style, purpose, and perspective</p>	<p>2.3 Students must interpret, analyze, synthesize, summarize, and critique researched evidence in order to create proposals and counterproposals. Criticism includes bias, logical fallacies etc.</p> <p>2.4 Students must critically assess both their own textual evidence and their opponents' in order to interpret an author's objective and point of view, determine quality, qualification and relevance. Students must also write their own text to summarize their positions. Students will learn how to investigate the bias, point of view, stylistic purpose, perspective, and logical fallacies of a particular source.</p>
<p>Standard 3. The student reads different materials for a variety of purposes.</p>	<p>3.1-3.2 Students must comprehend, analyze, synthesize, and critique evidence from a variety of sources in order to create a proposal or negate their opponents' proposals.</p>

Reading Skills: Essential Academic Learning Requirements

<p>3.1 Read to learn new information</p> <p>3.2 Read to perform a task</p> <p>3.3 Read for career applications</p> <p>3.4 Read for literary/narrative experience in a variety of genres</p> <p>Standard 4. The student sets goals and evaluates progress to improve reading.</p> <p>4.1 Assesses strengths and need for improvement * Uses a variety of strategies to monitor reading progress and to overcome difficulties, with teacher guidance * Sets reading goals and develops strategies to meet goals and monitor progress, with teacher guidance</p> <p>4.2 Develops interests and shares reading experiences</p>	<p>3.3 Students must understand their corporate audience to advance their business proposals through oral presentations. Students read and summarize law reviews, academic journals and reports.</p> <p>3.4 Students read magazines, newspapers, essays, journals and case studies to support their proposals. Students must be able to understand the chronological unfolding of events in a narrative and summarize those findings in their debate round.</p> <p>4.1 Students learn to work in groups to both construct and present, and evaluate their peers' oral proposals. Students must learn to adapt their presentation to their audience. Students use peer-reviewed presentations and debate rounds to identify strengths and areas in need of improvement. Students fill-out ballots/rubrics post presentations and debates which enable students to use established communication/argumentation criteria to evaluate both their own performance and their peers.</p> <p>4.2 Students independently explore in detail their topic in order to present a persuasive proposal. Students analyze contextual evidence to support their respective positions. Students read and present learned information in debate rounds – including analysis and articulated application of contextual evidence.</p>
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Writing Skills: Essential Academic Learning Requirements

Standard 1. The student understands and uses a writing process.	Aligned Curriculum
<p>1.1 Prewrites to generate ideas and plan writing</p> <p>1.2 Produces drafts.</p> <p>1.3 Revises to improve text.</p> <p>1.4 Edits text.</p> <p>1.5 Publishes text to share with audience.</p> <p>1.6 Adjusts writing process as necessary.</p>	<p>1.1 When building a case, both prior to and during the research phase, students create an “argument matrix” which is a logically categorized reflection of their brainstormed ideas.</p> <p>1.2-1.4 Students research, analyze, synthesize and summarize text with which they use as a basis to write briefs to support their arguments. Students will create many draft briefs before they determine their final versions.</p> <p>1.5 Students make copies of their written briefs and share their work with their teammates. Students also present these ideas in front of a judge during competition.</p> <p>1.6 After each tournament, students reflect on the effectiveness of their briefs and make necessary revisions.</p>
<p>Standard 2. The student writes in a variety of forms for different audiences and purposes.</p> <p>2.1 Adapts writing for a variety of audiences.</p> <p>2.2 Writes for different purposes.</p> <p>2.3 Writes in a variety of forms/genres.</p> <p>2.4 Writes for career applications.</p>	<p>2.1-2.2 Students make different versions of their briefs to adapt for a variety of judging philosophies and preferences and experience level. Students pay attention to voice, style, word choice, sentence fluency, and literary devices such as metaphor and simile.</p> <p>2.3 Students write summaries, persuasive, reflective and evaluative speeches, poems, and narratives. Students vary form, detail and structure of writing to adapt to a variety of judges.</p> <p>2.4 Students write economic, political, social and cultural speeches that pertain to career areas such as law, business, politics, social science, science and performance art.</p>
<p>Standard 3. The student writes clearly and effectively.</p> <p>3.1 Develops ideas and organizes writing.</p> <p>3.2 Uses appropriate style.</p> <p>3.3 Knows and applies appropriate grade level writing conventions.</p>	<p>3.1 Students develop and organize initial ideas in the “argument matrix.” Written briefs are logically organized with main points and subpoints.</p> <p>3.2 Students use a variety of styles in order to adapt to different judges.</p>

Writing Skills: Essential Academic Learning Requirements

Standard 4. The student analyzes and evaluates the effectiveness of written work.

4.1 Analyzes and evaluates others' and own writing.

4.2 Sets goals for improvement.

4.1 Students share and analyze peers' briefs and effective application of those briefs in debates.

4.2 Students make corrections based on peer review and tournament experience.

Communication Skills: Essential Academic Learning Requirements

COMMUNICATIONS STANDARDS	Aligned Curriculum
<p>Standard 1. The student uses listening and observation skills to gain understanding.</p> <p>1.1 Focuses attention *Pays attention in a variety of settings, including formal presentations and performances.</p> <p>1.2 Listens and observes to gain and interpret information *Infers from a combination of verbal and nonverbal communication *Interprets visual information *Analyzes media for credibility and responsible reporting</p> <p>1.3 Checks for understanding by asking questions and paraphrasing * Asks questions to verify viewpoints * Paraphrases and summarizes information (visual and oral)</p>	<p>Standard 1. The student uses listening and observation skills to gain understanding.</p> <p>1.1-1.2 Students focus attention in a variety of formal and informal settings. Students listen to opponents' arguments in order to make responses in practice debates and formal competition. Students listen and judge their peers' debates in practice rounds. Students listen and take notes of argument theory and topic lectures. Both in preparation for and during the debate, students will compare, contrast, analyze, summarize, and organize researched evidence from journals, magazines, newspapers, online resources and books</p> <p>1.3 During the cross-examination of the debate, students will ask and answer questions about each other's speeches. Students summarize researched evidence.</p>
<p>Standard 2. The student uses communication skills and strategies to interact/work effectively with others.</p> <p>2.1 Communicates clearly to a range of audiences for different purposes * Communicates with a variety of audiences in school and community * Aligns form, audience, and purpose</p> <p>2.2 Develops content and ideas * Selects a focus for a specific audience and purpose * Organizes and documents information from various sources * Uses a variety of organizational structures (e.g., comparison, contrast, analysis)</p> <p>2.3 Uses effective delivery * Varies volume, pace and gestures, depending on the purpose and audience * Uses appropriate body language for purpose and audience</p> <p>2.4 Uses effective language and style * Speaks with a natural flow of language * Selects precise and engaging language specific to purpose and audience * Uses engaging and respectful language and style</p> <p>2.5 Effectively uses action, sound, and/or images to support presentations * Creates and uses visual aids to enhance presentations * Includes technology when appropriate</p>	<p>Standard 2. The student uses communication skills and strategies to interact/work effectively with others.</p> <p>2.1 Students will both debate in-front of their peers in-class; and will also prepare to debate at weekend tournaments where two teams of two students from a school debate each other in 90-minute rounds in front of a judge from the community; where students must adapt their style and argumentation to different types of judges (in terms of experience or judging paradigm).</p> <p>2.2 -2.4 Students write and deliver persuasive speeches that will be evaluated based on their analysis, use and quality of evidence (reliability of source, logic, quality of data, relevance), organization, presentation (eye contact, gestures, pace, volume, tone, clarity, language), and etiquette.</p> <p>2.5 Students will learn how to use music as evidentiary support.</p>
<p>Standard 3. The student uses communication strategies and skills to work effectively with others</p> <p>3.1 Uses language to interact effectively and responsibly with others * Expresses self accurately and clearly * Responds appropriately to others' opinions * Uses language that is respectful to all cultures</p> <p>3.2 Works cooperatively as a member of a group</p>	<p>Standard 3. The student uses communication strategies and skills to work effectively with others</p> <p>3.1-3 Students learn how to engage in a debate with competing viewpoints in a respectful and thoughtful way. During each speech, students listen carefully and take detailed notes in order to track both their own arguments and their opponents'. Each speech answers the preceding one. During the cross-examination of the debate, students will ask and answer questions about each other's speeches.</p> <p>Students debate in teams and work in groups to prepare for</p>

Communication Skills: Essential Academic Learning Requirements

- * Fulfills various roles within a group
- * Contributes options to facilitate results
- * Listens to and considers others' opinions

3.3 Seeks agreement and solutions through discussion

- * Compares and contrasts varying viewpoints
- * Understands positive group interactions and contributes appropriately
- * Selects and discusses positions, rationales, and possible actions
- * Distributes and accepts group tasks equitably

Standard 4. The student analyzes and evaluates the effectiveness of formal and informal communication

4.1 Assesses strengths and needs for improvement; assesses own and others' communication strengths and needs and sets goals for improvement

- * Prepares and/or revises own presentations based on criteria
- * Uses criteria to evaluate own and others' presentations

4.2 Seeks and offers feedback; seeks and uses feedback to improve communication; offers suggestions and comments to others

- * Offers specific constructive feedback based on established criteria
- * Accepts and applies feedback on own presentations when appropriate

4.3 Analyzes mass communication

- * Recognizes and identifies techniques used to influence various audiences
- * Analyzes accuracy, opinion, and assumptions in media

4.4 Analyzes how communication is used in career settings

- * Selects appropriate communication techniques for career purposes

tournaments.

For in-class debates, students not debating will judge the round. During the debate they will listen and take notes on each speech. After the round, student-judges fill out ballots and present constructive post-round feedback. Ballots ask students to reflect on each debater's analysis, organization, delivery, use and quality of evidence, and etiquette.

Standard 4. The student analyzes and evaluates the effectiveness of formal and informal communication

4.1 After the debate each student will be asked to reflect and comment on the strengths of their debating and areas for improvement. Reflection will focus on specific criteria including: analysis, use and quality of evidence (reliability of source, logic, quality of data, relevance), organization, presentation (eye contact, gestures, pace, volume, tone, clarity, language), and etiquette.

4.2 Student-Judging (see above)

4.3 Students will compare, contrast, analyze, summarize, and organize researched evidence from journals, magazines, newspapers, online resources and books.

4.4 Students write an present economic, political, social and cultural speeches that pertain to career areas such as law, business, politics, social science, science and performance art. At weekend tournaments, students must adapt their style and argumentation to different types of judges (in terms of experience or judging paradigm).

Social Studies Skills: Essential Academic Learning Requirements

1. Inquiry and Information Skills

	Benchmark 3 – Grade 10	Aligned Curriculum
1.1a Define central question (Writing 3.1), (Math 2.2)	1.1.3a Formulate a thesis statement in the social studies that examines whys as well as hows	Affirmative and Negative Case Construction: Debaters must craft, justify and debate specific policy changes in their debate rounds
1.1b Search for relevant information (Communication 2.2) (Reading 1.5, 3.1) (Writing 3.2) (Math 4.1)	1.1.3b Identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources	Debaters research supporting and opposing evidence by using a variety of resources, from online sources to periodicals, academic journals and books.
1.1d Evaluate information (Reading 2.3) (Math 2.1)	1.1.3d Evaluate reliability, credibility, and validity of information from a variety of social studies sources	Debaters must evaluate the reliability, credibility and validity of all of the evidence in the debate round.
1.1f Apply information (Writing 2.2, 2.3, 2.4.3.5) (Communication 2.1, 2.5) (Math 4.3)	1.1.3f Create a product that uses social studies content to support a thesis and present product in appropriate manner to a meaningful audience	Students promote and oppose foreign and domestic policy proposals by creating thoughtful and complex arguments, with evidentiary support; with which they present to an audience during a debate round.

2. Interpersonal and Group Process Skills

The student will:

2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society

	Benchmark 3 – Grade 10	Aligned Curriculum
2.1a Discussion skills (Communication 1.1, 1.2, 1.3, 3.3)	2.1.3a Voice original ideas; demonstrate content knowledge; persuade audience; listen critically and build upon the ideas of others; ask clarifying questions and challenge statements of others; negotiate and compromise	Create new and inventive policy proposals, use supporting evidence, persuade the judge(s), critically listen, evaluate, and respond to opponents' arguments, ask clarifying and critical questions during cross-examination, negotiate turns to speak
2.1b Group interaction skills (Communication 3.1, 3.2, 3.3)	2.1.3b Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences	Students debate in teams and help adjudicate rounds
2.1c Interview skills (Communication 1.1, 1.3, 1.3, 2.4)	2.1.3c Select appropriate people to gain needed information, identify bias of subject, ask questions to refine and verify understanding	Cross-examination requires that students ask clarifying and critical questions of the speaker and their position, and synthesize and resolve that information with other arguments in the round

3. Critical Thinking Skills

The student will:

3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions

	Benchmark 3 – Grade 10	Aligned Curriculum
3.1.1a Define and clarify a problem (Reading 2.2) (Math 2.2, 3.2)	3.1.4a Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem	Affirmative Case Construction Negative Case Construction
3.1.1b Judge information related to the problem (Reading 2.3) (Communication 4.3) (Math 3.3)	3.1.4b Distinguish between fact, opinion, and reasoned argument; clarify point of view and context; identify assumptions and fallacies, recognize stereotypes, clichés, bias, and propaganda techniques; evaluate accuracy and timeliness of information; determine main message and identify target audience; analyze credibility and authenticity	Affirmative Case Construction Negative Case Construction Cross-Examination Judge Adaptation
3.1.1c Solve problems and draw conclusions (Math 3.3)	3.1.4c Compare benefits and costs, suggest logical alternatives, predict probable consequences, provide evidence to justify best solution, select most effective manner of communicating solution	Negative Case Construction
3.1.1d Analyze cause and effect relationships (Math 1.4)	3.1.4d Hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors	Negative Case Construction
3.1.1.e Think chronologically	3.1.4e Group human and natural events into broadly defined eras and use timelines to explain patterns of continuity and change in the succession of events	Affirmative and Negative Case Construction
3.1.1f Take perspective	3.1.4f Reconstruct and express multiple points of view and integrate an historic, geographic, civic, or economic perspective	Affirmative and Negative Case Construction