

Course Title – Discussion and Debate	
Implement start year – 2015-2016	
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Unit # 1, topic – Policy Debate	
Transfer Goal – Students will be able to independently use their learning to have a meaningful exchange of ideas about how and why specific policies are changed and whether or not those changes will work.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.1</u> 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.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Environmental Literacy <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills

CCSS.ELA-LITERACY.W.11-12.8

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

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • specific and precise measures must be taken to produce a viable argument for policy change. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • effective collaboration with partners is essential in formal policy debate. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • clear and distinct speaking skills are key to oral persuasion. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • listening and scribing skills are essential to live debates. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What critical problems exist in the status quo? • How can identifying specious reasoning frame an argument? • Do the advantages of change outweigh the disadvantages? • To what degree is the burden of proof relevant and successful in a formal debate? • What is the role of research in debate? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How do effective debate partners collaborate? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why are debate ethics and etiquette important? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Why is listening and note-taking essential to debate performance and critique?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the roles of affirmative and negative debater. • key debate terms. • the difference between fallacious versus truthful argument. • the definition of “status quo.” • aspects of the status quo in relation to the resolve. • library skills. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • collaboration strategies. • the responsibility of the 1st and 2nd affirmative and the 1st and 2nd negative. • the speaking order of debaters. • cross examination protocol. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • define key debate terms. • role-play and formally debate the roles of affirmative and negative debaters. • develop a research-based argument. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • collaborate with their partners to prepare for and deliver a properly-formatted policy debate. • write constructive speeches. • extemporaneously deliver rebuttal speeches. • develop appropriate canned and extemporaneous cross.

<p><i>EU 3</i></p> <ul style="list-style-type: none"> the effect of proper and improper speaking skills on the outcome of debate. <p><i>EU 4</i></p> <ul style="list-style-type: none"> procedures for flow-charting a debate. active note-taking skills during live debate. 	<p>examination questions.</p> <p><i>EU 3</i></p> <ul style="list-style-type: none"> differentiate between proper and improper etiquette. apply appropriate pacing, volume, and eye contact to a formal policy debate. <p><i>EU 4</i></p> <ul style="list-style-type: none"> flow-chart a live debate.
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Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes on debate terms and all debate protocol.
- Reflections on performance.
- Student-generated observations of live debates (flow charts).
- Post-debate verbal feedback from peers.
- Reactions to previously-recorded championship debates.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- View and discuss previously-recorded championship debate. (A, M)
- Read and discuss selected chapters from course text. (A, M)
- Research and define key debate terms and protocol. (A, M)
- Work on the concepts of the division of labor during collaboration. (A)
- Media Center orientation of controversial issue material. (A)
- Explore electronic databases for fundamental research. (A, M)
- Discriminate between useful and useless internet sources. (M)
- Delineate appropriate ethical standards and debate practices. (A, M)
- Practice cross-examination technique before actual debates. (M)
- List and explain the common types of fallacies debaters use. (A, M)
- Explain the difference between deductive and inductive reasoning. (A, M)
- Locate the most up-to-date evidence. (A)
- Conduct dry-run performances prior to actual debates. (M)
- Describe how to organize a flow sheet. (A)
- Create an affirmative attack on each stock issue (significance, harms, inherency, topicality, and solvency). (M, T)
- Write constructive speeches. (M, T)
- Create cross-examination questions for performance. (M, T)
- Write rebuttal speeches. (M, T)
- Create self-reflection of performance. (M, T)
- Analyze peer performance. (T)