



Debate

Course Description:

This course will ensure that students develop skills critical to college success. It will teach students to research with purpose and be able to understand and analyze information. Students will improve their speaking skills and will gain improvisational, argumentative, and rhetorical techniques. Students will work both independently and collaboratively to create unique speaking projects and debate national topics. Student participation in one out-of-school competition is required.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

Essential Skills:

1. Students will develop the ability to procure and evaluate information for an intended purpose.
2. Students will develop the ability to speak for an intended purpose.
3. Students will be able to employ and evaluate evidence based and rhetorical arguments.

Course Expectations: Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.
4. Students are expected to attend regularly and complete all missing work.

Grading

Learning (Practice) includes instructional activities in and outside of class and are not used in grade determination.

Skyward Assessment (Grades) may include quizzes, labs, learning checks, tests, speeches, performances, and projects.

Final Grade	
A	100% - 90%

B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

Calculations:

Final Grade Calculation	
Cumulative Grade	95%
Final Exam(s)	5%

Central High School Courses:

- Will determine grades based on student performance and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

Instructional Resources:

The National Speech and Debate Association, Champion Briefs, News and Peer Reviewed online articles corresponding to NSDA topics.

Course Calendar/Pacing:

Course	Speech and Debate
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Units	Individual Events	Public Forum/Debate Basics	Lincoln Douglas/Rhetoric
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<p>Essential Standards</p>	<p><u>CCSS.ELA-Literacy.W.11-12.W.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><u>CCSS.ELA-Literacy.W.11-12.W.4</u> Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.</p> <p><u>CCSS.ELA-Literacy.11-12.RL.7.</u> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p><u>CCSS.ELA-Literacy.W.11-12.1</u></p> <p>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.11-12.1.a</u></p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p><u>CCSS.ELA-Literacy.W.11-12.1.b</u></p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns,</p>	<p><u>CCSS.ELA-Literacy.SL.11-12.4</u></p> <p>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.</p> <p><u>CCSS.ELA-Literacy.RI.11-12.3</u></p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
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values, and possible biases.

CCSS.ELA-Literacy.
W.11-12.1.c

Use words, phrases, and clauses as well as varied syntax 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.

CCSS.ELA-Literacy.
W.11-12.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.
W.11-12.1.e

Provide a concluding statement or section that follows from and supports the argument presented.