



JC Schools Debate II Yearly Standards

Overarching Standards

11-12.RI.3.D

Read and comprehend informational text independently and proficiently.

11-12.W.3.A.a,c-e

Review, revise, and edit writing with consideration for the task, purpose, and audience.

- a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
- c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling, and punctuation.
- d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. 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.

11-12.SL.2.C

Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasonings, and evidence and to add interest conveying a clear and distinct perspective.

Units	Priority Standards	Supporting Standards
Unit 1 Policy Debate	11-12.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text	11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting

<p>84 Days</p>	<p>says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p> <p>11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.</p> <p>11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p>11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.</p>	<p>including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.</p> <p>11-12.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.</p>
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	<p>11-12.SL.1.C Respond thoughtfully to diverse perspectives include those presented in diverse media; synthesize claims made on all sides of an issue, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
<p>Unit 2</p> <p>Public Forum Debate</p> <p>25 days</p> <p><i>*Repeated every month when a new Public Forum debate topic is released*</i></p>	<p>11-12.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p> <p>11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.</p> <p>11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p>11-12.SL.1.B</p>	<p>11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.</p> <p>11-12.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.</p>

	<p>Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to 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.</p> <p>11-12.SL.1.C Respond thoughtfully to diverse perspectives include those presented in diverse media; synthesize claims made on all sides of an issue, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
<p>Unit 3</p> <p>Lincoln-Douglas Debate</p> <p>30 Days</p> <p><i>*Repeated every other month when a new Lincoln-Douglas debate topic is released*</i></p>	<p>11-12.RI.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</p> <p>11-12.W.1.A Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. 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.</p>	<p>11-12.SL.2.A Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.</p> <p>11-12.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.</p>

	<p>11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p>11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to 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.</p> <p>11-12.SL.1.C Respond thoughtfully to diverse perspectives include those presented in diverse media; synthesize claims made on all sides of an issue, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
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This course is specifically designed to meet the academic and educational needs of Debate students who are a part of the Debate Team. Students in this class will choose the debate event which they want to participate in at competition. These three events will be taught simultaneously, with each student and debate event receiving individualized instruction.