

CFISD Debate II-IV

Scope and Sequence 2018-2019

Course Description: Gaining a general understanding of the major forms of debate, studying logic and reasoning and learning to prepare and present actual debates, oratories, and extemporaneous speeches, are the objectives of this course in argumentation. Participation in competitive speech and debate events is a requirement for this class. Debate II-IV build on the fundamentals and continue to develop speech and debate skills. Courses must be taken in sequence, and students must have the recommendation of the debate teacher to enroll in levels II-IV. Students involved in speech/debate competitions may be required to work after school to prepare. Preparation time will be limited to 8 hours per week on Monday through Thursday. After 2:30 on Friday, there is no limit on the number of hours students may work. Speech competitions are held on Friday evening and Saturday. Student fees for tournament competition are required.

Texas Essential Knowledge and Skills: [Debate TEKS](#)

Instructional Units	Days**	
First Semester	78	End Date
1st Grading Period	08/27/2018	10/19/2018
Unit 1: Debate Ethics & Team Expectations <ul style="list-style-type: none"> • Building relationships, class & tournament procedures, etiquette 	5	8/31
Unit 2: Communication Foundations Review <ul style="list-style-type: none"> • Audience adaptation, verbal & nonverbal delivery, listening 	4	9/7
Unit 3: Research Foundations Review <ul style="list-style-type: none"> • Source types, evidence validity & representation, author intent, proper citation 	5	9/14
Unit 4: Argumentation Development & Speech Process <ul style="list-style-type: none"> • Students engage in ongoing analysis of controversial social issues as they prepare to perform in different formats for a variety of audiences: Organizing ideas logically, conducting credible research, writing & revising presentations, understanding opposing views, developing effective strategies to support & refute claims, participating in practice exercises & peer coaching, speaking in academic & public settings, applying judging criteria 	24	10/19
*2nd Grading Period	10/22/2018	12/21/2018
*Unit 4 continues <ul style="list-style-type: none"> • Students will have ongoing opportunities to prepare and demonstrate their speech/debate skills at competitive tournaments for real-world, community audiences. 	40	12/21

08/21/2018

Second Semester	95	End Date
3rd Grading Period	01/07/2019	03/08/2019
Unit 5: Progression of Argumentation Development & Speech Process <ul style="list-style-type: none"> Students engage in ongoing analysis of controversial social issues as they prepare to perform in different formats for a variety of audiences: Organizing ideas logically, conducting credible research, writing & revising presentations, understanding opposing views, developing effective strategies to support & refute claims, participating in practice exercises & peer coaching, speaking in academic & public settings, applying judging criteria 	43	3/8
*4th Grading Period	03/18/2019	05/30/2019
Unit 5 continues <ul style="list-style-type: none"> Students will have ongoing opportunities to prepare and demonstrate their speech/debate skills at competitive tournaments for real-world, community audiences. Students also will complete in-class, presentation-based projects. 	29	4/26
*Unit 6: Leadership & Intrapersonal Reflection <ul style="list-style-type: none"> Mentoring novice debaters, developing training materials, ballot evaluation & self-critique, setting improvement goals, assignment of team officer positions, banquet planning 	23	5/30

* Includes time for semester review & final exams.

** The length of each unit is an approximate number of days dependent upon the materials used and complexity of assignments. Units may be combined. The purpose of this flexibility is to allow teachers the opportunity to plan for the needs of their students and to accommodate re-teaching or review when necessary. If pre-assessment indicates student mastery could be achieved in a fewer number of days, the additional time could be used for extension or carried into the next unit.

Instructional Material(s):

Resources from academic and professional communications organizations, such as the [National Speech & Debate Association](#), [Texas Forensic Association](#), [Texas Speech Communication Association](#), and [University Interscholastic League](#).