

CFISD Debate II-IV Scope & Sequence 2015-16

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. 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 tournaments are required.

Texas Essential Knowledge and Skills:

<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110c.html#110.60>

Instructional Units	Days**	
	78	End Date
1st Semester		
Unit 1: Debate Ethics & Team Expectations • Building relationships, class & tournament procedures, etiquette & civility	5	8/28
Unit 2: Communication Foundations Review • Audience adaptation, verbal & nonverbal delivery, listening	5	9/4
Unit 3: Research Foundations Review • Source types, evidence validity & representation, author intent, proper citation	5	9/14
*Unit 4: Argumentation Development & Speech Process • Students engage in ongoing analysis of current events and controversial 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 formal academic & public settings, applying judging criteria	63	12/18
2nd Semester	98	End Date
Unit 5: Progression of Argumentation Development & Speech Process • Students engage in ongoing analysis of current events and controversial 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 formal academic & public settings, applying judging criteria	76	4/29
*Unit 6: Leadership & Intrapersonal Reflection • Mentoring novice debaters, developing training materials, ballot evaluation & self-critique, setting improvement goals, assignment of team officer positions	22	6/1

* Includes time for final exams.

** The length of each unit is an approximate number of days dependent upon the materials used and the complexity of the assignment. 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:

Resources from academic and professional communications organizations, such as the National Speech and Debate Association (www.speechanddebate.org/), Texas Forensic Association (www.txfa.org), and University Interscholastic League (www.uiltexas.org/speech).