

Argumentation Unit 1: Debate Setting – 9 weeks			
Standards	Comprehension, Collaboration & Reflection	Presentation of Knowledge	Research to Build Knowledge
	Evaluate points of view, reasoning and evidence, gathering feedback through collaborative discussions appropriate to task, purpose, and audience.	Present information appropriate to task and purpose adapting to audience expectations and context. Engage an audience using oral, written and nonverbal communication skills.	Gather and evaluate relevance of oral, written and visual text to the task, purpose, and audience.
Instructional Focus Standards	SL1 – Academic Discussion SL2 – Evaluate media SL3 – Evaluate speaker	SL4 - Present SL5 – Strategic use of media SL6 – Adapt speech W4 – Clear and cohesive writing	R1 – cite textual evidence / draw inferences R6 – analyze point of view R8 – delineate / evaluate argument and claims
Essential Questions:	<ul style="list-style-type: none"> • How does collaboration and delegation help groups be more productive and achieve purposeful goals? • How, when, and why do people try to influence others? • How do debaters consider the needs and wants of specific audiences to effectively “call those audiences to action”? • Within a debate, how does a debater structure and support claims, effectively ask questions, listen to responses, and respond to points and counterpoints? • How do debaters use diverse research-based texts to support claims clearly and effectively? 		
Enduring Understandings:	<ul style="list-style-type: none"> • Successful participation requires preparation which involves planning, researching, sharing and listening for a group discussion to succeed. • Groups either form organically, voluntarily, or delegate a variety of roles, such as facilitator, task manager, and note-taker, to complete their purpose. • Active participation requires asking questions, listening to responses, making claims, and responding to counter-claims are essential to hold relevant and engaging discussions. • Effective communication requires responding to a range of ideas and opinions concisely, clearly, and respectfully. • Speaker’s messages hold facts, opinions, and biases. 		
Assessments:	Formative	Summative	
	<ul style="list-style-type: none"> • Problem Solving Small Group Sessions • Informal Speaking and Listening Activities: Discriminative, Analytical, and Appreciative / Empathetic • Short Rhetorical Analysis Activities: Understanding 	Student-Led Whole Class Discussion Introductory Team Policy Debates	

	<p>Ethos, Pathos, Logos, Claims, Evidence</p> <ul style="list-style-type: none"> • “Groupthink” Avoidance Exercises • Informal Speaking and Listening Activities: Discriminative, Analytical, and Appreciative / Empathetic (Whole Class and Small Group Tasks, Teacher Assessed and Self-Assessed) • Rhetorical Exercises and “The Speech Triangle (Ethos, Pathos Logos; Introduction, Body, Conclusion; Claim Development, Evidence Gathering, Rebuttals) 			
<p>Learning Objectives</p>	<ul style="list-style-type: none"> • I can demonstrate such aural and presentation skills as articulation, enunciation, projection, diction, and pacing. • I can demonstrate discriminative, comprehensive, analytical, appreciative, and empathetic speaking and listening skills. • I can cite, within the context of a discussion, evidence to support analysis of what the text says explicitly as well as inference drawn from the text. • I can prepare for group discussions. • I can fulfill specific, sometimes delegated roles. • I can demonstrate the expectations for effective discussions and active listening. • I can listen to opposing views and contribute respectful rebuttals. • I can identify main ideas and supporting details when forming opinions. • I can defer from groupthink in formal small group settings and debates. • I can organize information logically, avoiding the use of fallacies. • I can avoid bias and distinguish opinion/fact/bias. 			
<p>Academic Vocabulary</p>	<p>Aural skills Presentation Skills Group Roles Ethos Logos</p>	<p>Fallacies Logical Discriminative Claims Evidence</p>	<p>Comprehensive Analytical Appreciative Debate</p>	<p>Empathetic Avoidance Explicit/implicit Pathos</p>
<p>Recommended Text Selections</p>	<p>Questioning Stems Research databases Topical Text Excerpts, newspaper articles, magazine articles, essays, online publications and media sources Student models from the Illinois High School Association and national Speech and Debate Association.</p>			

Argumentation Unit 2: Debate – 9 weeks			
Standards	Comprehension, Collaboration & Reflection	Presentation of Knowledge	Research to Build Knowledge
	Evaluate points of view, reasoning and evidence, gathering feedback through collaborative discussions appropriate to task, purpose, and audience.	Present information appropriate to task and purpose adapting to audience expectations and context. Engage an audience using oral, written and nonverbal communication skills.	Gather and evaluate relevance of oral, written and visual text to the task, purpose, and audience.
Instructional Focus Standards	SL1 – Academic Discussion SL2 – Evaluate media SL3 – Evaluate speaker	SL4 - Present SL5 – Strategic use of media SL6 – Adapt speech W4 – Clear and cohesive writing	R1 – cite textual evidence / draw inferences R6 – analyze point of view R8 – delineate / evaluate argument and claims
Essential Questions:	<ul style="list-style-type: none"> • How do effective debaters recognize and respond to others’ possible “slants” and biases? • In “team debates,” how can participants strengthen each other’s’ ideas and mutually construct effective counter-arguments and rebuttals? • How can debaters effectively mix and match different debate styles to sway differentiated audiences? • How can a debater use rhetorical devices to develop compelling claims and cite relevant, credible evidence? • As a speaker and listener, how can a debater “vet” evidence for credibility? 		
Enduring Understandings:	<ul style="list-style-type: none"> • Students will understand how to effectively prepare for “one-on-one” and team “debates”. • Students will understand that an effective debater delivers information in a clearly organized manner, sorting main ideas from extraneous observation. • Students will understand how to recognize the weaknesses in opposing arguments, and devise compelling counter-arguments. • Students will understand how responsible debaters research, evaluate multiple sources for credibility, and cite information accurately, acknowledging the work of others. 		
Assessments:	Formative		Summative
	<ul style="list-style-type: none"> • Affirmative, Negative, and Proposition Exercises • Collaborative Synthesis Exercises: Researching Evidence, Using Evidence to Prepare Arguments, Using Arguments to make cases • Informal Verbal and Nonverbal Communication 		Advanced, Student-Led Lincoln Douglas Debate Student Congress Session

	<p>Exercises (How You Look and How You Sound)</p> <ul style="list-style-type: none"> Advanced Rhetorical Analysis Vocabulary Activities (Illogical Fallacies, Warrants, Addressing Counterarguments, Organizing Rebuttals) 	
<p>Learning Objectives</p>	<ul style="list-style-type: none"> I can participate in a formal debate. I can demonstrate such aural presentation skills as articulation, enunciation, projection, diction, and pacing. I can demonstrate discriminative, comprehensive, analytical, appreciative, and empathetic speaking and listening skills. I can effectively organize a formal presentation that includes all key components (introduction, claim/evidence, rebuttals, et cetera). I can analyze main ideas and details from a variety of sources and apply information to debate topics. I can evaluate the credibility of a variety of sources and cite accurately and ethically. I can evaluate and trace a speaker’s argument and provide constructive feedback. I can “unpack” a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. I can present claims and findings, emphasize salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. I can use appropriate eye contact, adequate volume, and clear pronunciation. 	
<p>Academic Vocabulary</p>	<p>Formal Debate Introduction Claim/evidence Rebuttals Ethically Credibility Constructive Feedback</p>	<p>Relevant Evidence Valid Reasoning Eye Contact Volume Pronunciation</p>
<p>Recommended Text Selections</p>	<p>Teacher may use topic-appropriate textbook excerpts, newspaper and magazine articles, essays, online publications, and media to generate student responses.</p> <p>Teacher will use videos of state and national champions in Debate, available from the Illinois High School Association and National Speech and Debate Association.</p>	

Ongoing Practices

Students will learn about group discussion practices and the various roles involved.

Students will work collaboratively in small groups to analyze current topics and quality text-to-problem-solve and come to consensus.

Students will work independently and collaboratively in a group discussion with peers.

Students will demonstrate their understanding and skills of questioning a peer about what they have said, involving a peer in the discussion, responding to a question, and asking a question to the group about the discussion.

Students will demonstrate their understanding and skills of questioning a peer about what they have said, involving a peer in the discussion, responding to a question, and asking a question to the group about the discussion.

Team Policy Debate: The oldest, most popular format of debate practiced in American high schools. The proposition side is called "The Affirmative" and the opposition side is called "The Negative." Each side is a team composed of two debaters, so that there are four people participating in the debate.

Lincoln-Douglas Debates: Engage students in a debate focused on the merits of competing ethical values in a persuasive manner. This is a "one-on-one" debate, and as in team policy debate, the proposition and opposition teams are called "The Affirmative" and "The Negative." A round of "L-D Debate" consists of five speeches and two cross-examination periods.

Student Congress: Within this whole-class debate format, students take on congressional roles (Legislators, Chairs, et cetera), create an agenda of debatable legislative subjects, and make moves, through debate, whether to pass or table specific bills. This debate style incorporates congressional activity ("making a motion," "seconding a motion," "tabling a motion," proposing and debating amendments).

Regardless of debate formats chosen based on grade-level appropriateness, all debate activities should require all participants to assess and discuss grade-level topics, texts, and issues; doing so effectively means building on the ideas expressed in grade-level texts (from diverse sources), expressing individual ideas clearly, and demonstrating an appreciation for (as so to rebut) the diverse ideas expressed by the individual student's opponent. Debates of any style (be they individual students against each other or a class split into teams) structured around specific topics, texts, or issues. These debates invite students, either in collaborative teams or as individuals, to come prepared, having read or studied required material, and to, within the debate itself, probe and reflect on ideas under discussion.