

Debate III

Curriculum Framework

2012

Course Title: Debate III
 Course/Unit Credit: 1
 Course Number: 414070
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12
 Prerequisite: Debate I, Debate II

Debate III

Debate III is a two-semester course designed to lead students to a mastery of advanced oral communication and argumentation skills. Students in Debate III will express ideas and present information in a variety of formal presentations and debate formats. Students will construct argumentative positions using scientific and technical research on complex, controversial issues. Content will focus on the centrality of oral advocacy to the legal system and the democratic process. Peer adjudication will be an important part of the Debate III process. The two-semester course of Debate III does not require Arkansas Department of Education approval.

Prerequisites: Debate I and Debate II

Strands	Content Standard
Research	
	1. Students will master advanced research skills necessary for effective argumentation and debate.
Legal Debate	
	2. Students will participate in legal debate.
Presentation	
	3. Students will master the presentation and delivery of complex arguments during debate.

Note: In this document specific grade bands (9-10 and 11-12) are not included in the connections to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA). The appropriate grade band should be selected based on the desired level of rigor.

Strand: Research

Content Standard 1: Students will master advanced research skills necessary for effective argumentation and debate.

Connections to
CCSS – ELA

R.1.DIII.1	Adjust content in response to judges' ballots	SL.1, SL.3 RH.3
R.1.DIII.2	Organize a debate: <ul style="list-style-type: none"> • budgetary needs • community resources • networks within the community • parameters of the format 	SL.1 W.5 RH.7
R.1.DIII.3	Synthesize information from research using scientific and technical texts: <ul style="list-style-type: none"> • central ideas • explanation for actions and events • government database • primary and secondary sources • private database • professional journals • social networking • specialized vocabulary • subscription database • summaries • textual evidence 	W.1, W.8 SL.2 RH.1, RH.2, RH.3, RH.4, RH.6, RH.7, RH.8 RST.7, RST.8, RST.9
R.1.DIII.4	Construct argumentative positions: <ul style="list-style-type: none"> • affirmative case formats • off case arguments (e.g., counterplans, counter warrants, debate theory, disadvantages, <i>kritiks</i>, solvency turns, topicality attacks) 	W.1, W.10 SL.1
R.1.DIII.5	Analyze exhaustive topic-specific research: <ul style="list-style-type: none"> • major topic areas • multiple alternative positions for each subtopic area • relative strength of sources • relevant and irrelevant facts 	W.8 RH.1, RH.9

Strand: Legal Debate

Content Standard 2: Students will participate in legal debate.

Connections to
CCSS – ELA

LD.2.DIII.1	Discuss the centrality of oral advocacy to the democratic process: <ul style="list-style-type: none"> • citizen involvement • implements impact of oral arguments • personal freedoms 	SL.1, SL.4 RH.9
LD.2.DIII.2	Convene sessions using National Mock Trial Rules	RH.1, RH.7, RH.10
LD.2.DIII.3	Employ the <i>Federal Rules of Evidence Mock Trial Version</i>	RH.1, RH.7, RH.10
LD.2.DIII.4	Compose written case arguments: <ul style="list-style-type: none"> • closing • crossing • directs • openings 	W.1, W.2, W.3, W.4, W.5, W.6, W.8 RH.1, RH.3, RH.7, RH.9, RH.10
LD.2.DIII.5	Analyze case materials as provided by the currently released case for the Arkansas Mock Trial program, currently released National High School Mock Trial case, or by the case database of the National High School Mock Trial Association	RH.1, RH.2, RH.3, RH.4, RH.5, RH.6, RH.7, RH.8
LD.2.DIII.6	Use peer pair collaboration to produce convincing witness testimony	SL.1, SL.3, SL.4
LD.2.DIII.7	Collaborate in teams to produce convincing theories of the case	SL.1, SL.2, SL.4

Strand: Presentation

Content Standard 3: Students will master the presentation and delivery of complex arguments during debate.

Connections to
CCSS – ELA

P.3 DIII.1	Advocate employing the reasoning in seminal United States texts and legal documents	SL.1, SL.2, SL.4
P.3 DIII.2	Model exemplary extemporaneous delivery	SL.4, SL.6
P.3 DIII.3	Recognize the visual impact of personal delivery	SL.2, SL.3
P.3 DIII.4	Employ creativity and originality in speaking arguments	SL.1, SL.4
P.3 DIII.5	Manage time effectively	SL.1a, SL.1b, SL.4
P.3 DIII.6	Conduct debriefing sessions	SL.1
P.3 DIII.7	Employ <i>pathos</i> in language choices	SL.6

Glossary for Debate III

Federal Rules of Evidence Mock Trial Version	A modified and simplified code of evidence law governing the admission of facts by which parties in the United States federal court system may prove their cases, both civil and criminal
Kritiks	Type of arguments that challenge a particular mindset, assumption, or discursive element that exists within the advocacy of the opposing team
Pathos	Persuading by appealing to the audience's emotions