

Debate II

Curriculum Framework

2012

Course Title: Debate II
 Course/Unit Credit: 1
 Course Number: 414060
 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 II is a two-semester course that will provide students with an intermediate understanding of the dynamics of argumentation and effective communication. Debate II is designed to help students master preparation skills and develop an understanding of debate procedures at an intermediate level. Students in Debate II will express ideas and present information in a variety of formal presentations and debate formats. Students will demonstrate appropriate verbal and nonverbal communication while using ethical debating practices. Students will engage in in-depth, topic-specific research from informational texts. The two-semester course of Debate II does not require Arkansas Department of Education approval.

Prerequisite: Debate I

Strands	Content Standard
Tools	
	1. Students will utilize the necessary tools for debate at an intermediate level.
Preparation	
	2. Students will master preparation skills needed to debate at an intermediate level.
Procedures	
	3. Students will follow proper debate procedures.

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: Tools

Content Standard 1: Students will utilize the necessary tools for debate at an intermediate level.

Connections to
CCSS – ELA

T.1. DII.1	Examine ethical dilemmas	SL.1, SL.4, SL.6
T.1. DII.2	Apply critical thinking skills: <ul style="list-style-type: none"> • <i>logical fallacies</i> • <i>source validity</i> 	RI.1, RI.5, RI.6 SL.2, SL.3
T.1. DII.3	Refine presentation skills: <ul style="list-style-type: none"> • <i>audience adaptation</i> • <i>reduce vocal fillers</i> • <i>strengthen voice</i> 	SL.4, SL.6
T.1. DII.4	Employ debate terminology	RI.4 SL.1
T.1. DII.5	Employ persuasive techniques: <ul style="list-style-type: none"> • <i>ethos</i> • <i>logos</i> • <i>pathos</i> 	SL.4, SL.6 W.3, W.5
T.1. DII.6	Complete specialized debate <i>flow sheets</i>	SL.3 WHST.5
T.1. DII.7	Utilize the steps of refutation	RI.7 SL.2
T.1. DII.8	Incorporate current and political events in case specific arguments	RI.7 SL.2 WHST.8
T.1. DII.9	Implement basic <i>rules of evidence</i>	RI.1 RST.4

Strand: Preparation

Content Standard 2: Students will master preparation skills needed to debate at an intermediate level.

Connections to
CCSS – ELA

PRE.2.DII.1	Synthesize information from a variety of sources: <ul style="list-style-type: none"> • agency resources • cross-curricular collaboration • exhaustive, topic-specific research • historical texts that influence current policy (e.g., foundational texts, major philosophers) 	RI.7, RI.10 W.1, W.7, W.8, W.9a,b SL.2, SL.4
PRE.2.DII.2	Analyze economic factors that influence current issues	RI.7 SL.2
PRE.2.DII.3	Construct topic-specific cases and briefs: <ul style="list-style-type: none"> • disadvantages • impact turns • solvency turns 	RI.1, RI.2, RI.3, RI.5 SL.2, SL.5
PRE.2.DII.4	Collaborate with others to define issues and develop strategies	SL.1
PRE.2.DII.5	Challenge the <i>status quo</i> and current policy proposals using a variety of arguments and rhetorical devices	RI.7
PRE.2.DII.6	Use <i>formal register</i>	W.1 SL.6

Strand: Procedures

Content Standard 3: Students will follow proper debate procedures.

Connections to
CCSS – ELA

PRO.3.DII.1	Broaden complex arguments	SL.3, SL.4, SL.6
PRO.3.DII.2	Conduct strategic cross examination: <ul style="list-style-type: none"> • entrapment • leading questions • self-generated questions 	W.7 SL.2, SL.6 L.1
PRO.3.DII.3	Participate in debates beyond the classroom setting (e.g., civic events, exhibitions, modeling for underclassmen)	W.1, W.9b SL.3, SL.6 L.1, L.6
PRO.3.DII.4	Translate complex ideas into concise rhetoric	W.1e, W.2d, W.4 SL.4
PRO.3.DII.5	Employ vocal variations to convey complex ideas	SL.6
PRO.3.DII.6	Present in various debate formats (e.g., International Public Debate Association [IPDA], Lincoln Douglas, Policy)	W.1, W.9b, SL.3, SL.6 L.6, L.1

Glossary for Debate II

Ethos	Persuading by the character of the author
Flow sheets	Specialized form of note taking that enables debaters to keep track of all arguments
Formal register	Accepted language applicable for academic and professional writing and speaking that is clear, precise, and includes neither informal language nor unnecessarily overformal language (e.g., slang, colloquialisms)
Logical fallacies	Mistaken ideas; flaws in reasoning
Logos	Persuading by the use of reasoning
Pathos	Persuading by appealing to the audience's emotions
Rules of Evidence	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
Status quo	Existing state of affairs