



## Performing Arts | Advanced Debate



### UNIT 1: TOPIC ANALYSIS

**Suggested Time Frame:** Week 1

### STANDARDS:

W.12.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

RH.12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RI.12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

### SKILLS

- Identify key players and issues for the debate topic.
- Develop a list of potential arguments for the debate topic

**UNIT 2: ADVANCED THEORY**

**Suggested Time Frame:** Week 2-3

**STANDARDS:**

**W.12.1d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.12.1c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**SKILLS**

- Understand and develop arguments on topicality and counterplans.

**UNIT 3: FIRST AFFIRMATIVE CONSTRUCTIVE**

**Suggested Time Frame:** Week 4

**STANDARDS:**

**W.12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.12.2a.** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

**W.12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

**W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SKILLS**

- Develop a detailed first affirmative constructive to this year’s debate topic.
- Develop and refine detailed frontline arguments to support the affirmative.

**UNIT 4: ADVANCED CROSS-EXAMINATION**

**Suggested Time Frame:** Week 5

**STANDARDS:**

**SL.12.1.** Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**SL.12.1a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

**SL.12.1b.** Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.

**SL.12.1c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.12.1d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SKILLS**

- Refine the procedure and customs of a cross-examination in debate.

**UNIT 5: ADVANCED BUILDING AN ARGUMENT ON THE NEGATIVE**

**Suggested Time Frame:** Week 6-9

**STANDARDS:**

**W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**SL.12.1.** Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.12.1c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.12.1d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SKILLS**

- Develop detailed briefs against affirmative arguments for the negative.
- Develop and refine advanced strategies against affirmative arguments.
- Refine the use the Four Step Process to verbally deliver arguments.

**UNIT 6: ADVANCED REBUTTALS**

**Suggested Time Frame:** Week 10

**STANDARDS: Common Core**

**SL.12.1a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

**SL.12.1d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**RI.12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RH.12.1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	<p><b>W.12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
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**UNIT 7: ADVANCED RESERACH**

**Suggested Time Frame:** Week 11

**STANDARDS: Common Core**

**SL.12.1a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

**SL.12.1d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**RI.12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RH.12.1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,



demonstrating understanding of the subject under investigation.

**W.12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**RI.12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RH.12.10.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

#### **SKILLS**

- Identify and utilize various resources for research on the debate topic.
- Develop detailed arguments and briefs using research on the debate topic.
- Evaluate research for its effectiveness in the realm of debate.

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**UNIT 8: ADVANCED DEBATE ROUNDS**

Synthesis of all units and standards.

**Suggested Time Frame:** (ongoing)

**STANDARDS: Common Core**

**SL.12.1.** Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.12.1a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

**SL.12.1b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.12.1c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SL.12.1d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SL.12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SKILLS**

	<ul style="list-style-type: none"> <li>• Participate in an advanced level debate round.</li> <li>• Evaluate advanced level debate rounds.</li> <li>• Analyze performance based on judge and peer evaluations.</li> </ul>
<p><b>UNIT 9: ADVANCED TECHNOLOGY</b></p> <p><b>Suggested Time Frame:</b> Week 12</p>	<p><b>STANDARDS:</b></p> <p><b>W.12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p><b>W.12.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Organize and construct detailed briefs, arguments and speeches in the standard electronic medium.</li> <li>• Performs advanced level speeches effectively utilizing the standard electronic medium.</li> <li>• Develop and refine detailed electronic organizational systems.</li> </ul>
<p><b>UNIT 10: ADVANCED TEAMWORK AND TOURNAMENT PROCEDURES</b></p> <p><b>Suggested Time Frame:</b> Week 13</p>	<p><b>STANDARDS:</b></p> <ul style="list-style-type: none"> <li>• District, state, and national competition standards and rules.</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Attend tournaments.</li> <li>• Demonstrate teamwork and sportsmanship.</li> <li>• Demonstrate leadership in a team setting.</li> </ul>

**UNIT 11: ADVANCED PUBLIC SPEAKING**

**Suggested Time Frame:** (ongoing)

**STANDARDS:**

**SL.12.1a.** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

**SL.12.1b.** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.12.1c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**SKILLS**

- Demonstrate effective speaking in an advanced debate round.
- Evaluate speaking skills through an advanced debate round.
- Refine speaking skills through an advanced debate round.