

## Mifflin County School District Planned Instruction

Title of Planned Instruction: Elements of Debate

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 11-12

Prerequisites: Currently taking English 11 or English 12 (must have taken and passed English 9-10)

Course Description: This course will focus on argumentation and debate and will emphasize logical argument techniques. Students who wish to pursue careers in law, communications, public relations, or other areas where oral communication is beneficial should take this course.

Required Time: One-half year

Course Credit: .5

Major Text(s) and Resources:

Teen Newsweek

Getting Started in Debate, Glencoe, 1993

Kennedy/Nixon Debates (video)

Names of District Subject Area Curriculum Writing Committee:

James R. Searfoss

Gary K. Ishler

Thomas W. Heltman

Date of Board Approval: May 27, 2004

Strand: 1.2 Reading Critically in All Content Areas  
Grade/Course: Elements of Debate

Grade Level Objectives	Performance Indicators	Assessments
A. Read and understand texts	<ul style="list-style-type: none"> <li>• Differentiate fact from opinion, verifying complete and accurate information by utilizing a variety of resources (e.g., newspapers, periodicals, and electronic media).</li> <li>• Distinguish between essential and non-essential information.</li> <li>• Make decisions and draw conclusions based on the use of multiple sources of information.</li> <li>• Evaluate text organization and content to determine the author's purpose and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Class discussion</li> <li>➤ Teacher observation</li> <li>➤ Critique and analysis of sources</li> </ul>
B. Use and understand media and evaluate the quality of material produced	<ul style="list-style-type: none"> <li>• Evaluate the information presented by various media.</li> <li>• Compare and contrast the written word with oral or video depictions of literature.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Rubric</li> </ul>

Strand: 1.4 Types of Writing  
Grade/Course: Elements of Debate

Grade Level Objectives	Performance Indicators	Assessments
C. Write a persuasive piece	<ul style="list-style-type: none"> <li>• Include a clearly stated position or opinion.</li> <li>• Develop reader interest.</li> <li>• Anticipate and counter reader concerns and arguments.</li> <li>• Utilize convincing, elaborated, and properly cited evidence.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student-generated outline</li> </ul>

Strand: 1.5 Quality of Writing  
 Grade/Course: Elements of Debate

Grade Level Objectives	Performance Indicators	Assessments
A. Write with a sharp, distinct focus	Identify topic, task, and audience.	➤ Creation of proposition
B. Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> <li>• Research the topic and determine the validity and reliability of the information.</li> <li>• Employ an effective format based on purpose and audience.</li> <li>• Write clear, concise outlines utilizing supporting material that is relevant to the focus.</li> </ul>	➤ Creation of outlines
C. Write with controlled and/or subtle organization.	<ul style="list-style-type: none"> <li>• Utilize the best method of organization (time, space, degree, logic) throughout the piece.</li> <li>• Employ meaningful transitions.</li> <li>• Develop an introduction that engages the audience while establishing the topic and the purpose.</li> <li>• Develop an effective conclusion while avoiding redundancies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creation of outlines</li> <li>➤ Debate</li> </ul>
E. Improve outline development.	<ul style="list-style-type: none"> <li>• Revise writing to improve organization, use of supporting material, sentence variety, clarity, and word choice.</li> </ul>	➤ Creation of outline
F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> <li>• Spell words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly</li> </ul>	➤ Creation of outline

	<p>(periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons).</p> <ul style="list-style-type: none"> <li>• Use the parts of speech correctly.</li> <li>• Write complete sentences.</li> </ul>	
--	---	--

Strand: 1.6 Speaking and Listening  
Grade/Course: Elements of Debate

Grade Level Objectives	Performance Indicators	Assessments
A. Listen to others.	<ul style="list-style-type: none"> <li>• Ask clarifying questions.</li> <li>• Analyze information, ideas, and opinions to determine relevancy.</li> <li>• Take notes when needed.</li> </ul>	➤ Notes and rebuttal information
C. Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"> <li>• Pace the presentation according to purpose and audience.</li> <li>• Adjust volume and inflection to enhance meaning.</li> <li>• Choose appropriate information.</li> <li>• Make eye contact.</li> </ul>	➤ Presentation of different types of debates
D. Contribute to discussions.	<ul style="list-style-type: none"> <li>• Ask relevant, clarifying questions.</li> <li>• Listen to and acknowledge the contribution of others.</li> <li>• Respond to questions with relevant information, ideas, or opinions.</li> <li>• Introduce relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Checklist</li> <li>➤ Forensic ballot</li> </ul>

	<ul style="list-style-type: none"> <li>• Support opinions with relevant evidence.</li> <li>• Paraphrase and summarize when necessary.</li> </ul>	
--	--	--

F. Use various forms of media for learning purposes.	<ul style="list-style-type: none"> <li>• Gather information from media.</li> </ul>	➤ Written or oral analysis of presidential or other debates
--	--	---

Strand: 1.7 Characteristics and Functions of the English Language  
Grade/Course: Elements of Debate

Grade Level Objectives	Performance Indicators	Assessments
A. Recognize influences and adaptations to the English language.	Discuss foreign terms and historical events when encountered during class.	➤ Evolution of rhetoric (product)

B. Recognize differences in characteristics of language.	Evaluate speech and writing to determine its conformity to standard American English.	➤ Oral presentation comparing and contrasting a pre-1900 speech to a post-2000 speech
--	---	---

Strand: 1.8 Research  
Grade/Course: Elements of Debate

Grade Level Objectives	Performance Indicators	Assessments
A. Identify topics for research	<ul style="list-style-type: none"> <li>• Select and refine a topic for research.</li> </ul>	➤ Creation of proposition

B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> <li>• Determine valid resources for researching the topic.</li> <li>• Evaluate the importance and quality of the sources.</li> <li>• Select sources appropriate to the task (dictionaries, thesauri, periodicals, atlases, interviews, and other reference materials).</li> <li>• Use tables of contents, indices, key words, appendices, and cross-</li> </ul>	➤ Correct use of Works Cited MLA Style Sheet
---	--	--

	references. <ul style="list-style-type: none"> <li>• Use traditional and electronic search tools.</li> </ul>	
--	---	--

C. Organize, summarize, and present the main ideas from the research.	<ul style="list-style-type: none"> <li>• Plan an approach to the research.</li> <li>• Develop a thesis statement based on the research.</li> <li>• Use formatting techniques to create an understandable presentation for a designated audience.</li> </ul>	➤ Debates
---	---	-----------

District Recommended Instructional Approach For the Course To Drive Teacher’s Instructional Activities
<ul style="list-style-type: none"> <li>• whole group instruction</li> <li>• small group instruction</li> <li>• projects</li> <li>• class discussion</li> <li>• peer evaluation</li> <li>• teacher and peer conferencing</li> <li>• oral presentation</li> <li>• individual instruction</li> <li>• research</li> <li>• dramatization</li> <li>• role playing</li> <li>• independent reading</li> <li>• read alouds</li> <li>• directed reading-thinking activity</li> <li>• modeling process</li> <li>• games</li> <li>• self-reflection</li> <li>• self-evaluation</li> <li>• independent study</li> <li>• guest speakers</li> <li>• guided reading</li> <li>• writing activities</li> <li>• thematic units</li> </ul>