



MIDDLE SCHOOL COURSE OUTLINE

Department	English/Language Arts				
Course Title	Debate	Course Code	1547		
Abbreviation	Debate	Grade Level	6-8		
Course Length	1 or 2 semesters	Required	No	Elective	Yes

COURSE DESCRIPTION:

Debate is a language arts elective course designed to improve skills in the four language arts areas (reading, writing, listening, and speaking). Students will also practice to mastery their research skills, reasoning ability, and critical thinking competency. They will apply these skills by sharing orally and in writing their developed opinions and research findings on a variety of timely issues in a variety of debate formats including Lincoln/Douglas, Four Debater, and Socratic Seminar. Students will also participate in Mock Trial as a long-range learning project.

GOALS:

Students will:

- Analyze and interpret a wide variety of expository, narrative, and functional text materials (ELA)
- Write using the proper conventions of written language
- Write for a variety of purposes and audiences
- Use all stages of the writing process
- Use grade-level appropriate vocabulary in speech and writing
- Improve their critical thinking competency
- Improve their skills working with research materials
- Critically assess the value of various arguments
- Evaluate the merits of various types of evidence
- Recognize and refute illogical and unsound arguments
- Demonstrate in writing an understanding of the role argumentation plays in society
- Successfully participate in various classroom debates, making written and oral presentations for a variety of purposes and audiences

CONTENT STANDARDS

Reading Comprehension

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- 2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.
- 2.7 Make reasonable assertions about a text through accurate, supporting citations.

Writing

- 1.2 Create multi-paragraph expository compositions:
- 1.3 Use a variety of effective and coherent organization patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Listening and Speaking

- 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
- 1.3 Restate and execute multiple-step oral instructions and directions.
- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Speaking Applications (Genres and Their Characteristics)

- 2.2 Deliver informative presentations.
- 2.4 Deliver persuasive presentations.
- 2.5 Deliver presentations on problems and solutions.

DISTRICT PERFORMANCE STANDARD

The Long Beach Unified School District has established criteria for students to succeed. In addition to assessments such as tests, quizzes, and projects, students must be proficient in the areas listed below to receive a **C** or better in this course.

PERFORMANCE CRITERIA

	Advanced Proficient		Proficient		Partially Proficient	Not Proficient
	A	B	C		D	F
Exams & Quizzes	At least 75%	50 –74%			35 – 49%	Below 35%
Completion of Daily Assignments	All daily class assignments are complete and the majority receive a $\checkmark +$	All daily class assignments are completed and at least 1/3 receive a $\checkmark +$.	All daily class assignments are completed		From 80% to 99% of daily class assignments are completed.	Less than 80% of daily class assignments are complete.
Class Notebook	Notebook is complete (note taking, research, and rough drafts) and detailed.	Notebook has 3-5 entries missing but is accurate.	Notebook has 5-10 entries missing (for semester)		Notebook is missing 10-15 entries.	Notebook is less than one-half complete.
Debates	All debates receive at least a 3.0 or 4.0 on rubric	All debates receive a 3.0 average as evidenced by rubric.	All debates receive no more than 2.5 average.		Some debates incomplete 2.0 average.	Average score is 1.0 on rubric.
Essays	All essays receive at least a 3.0 or 4.0 on rubric	All essays receive a 3.0 average as evidenced by rubric.	All essays receive no more than 2.5 average.		Some essays incomplete 2.0 average.	Average score is 1.0 on rubric.

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Debate– Grade 6-8				
September/October	November/ December	January/February	March/April	May/June
<p>Introduction to Argumentation & Debate</p> <ul style="list-style-type: none"> • History and Tradition • Relevance Today • Types/Styles • Language of the Discipline <p>Preparing an Oral Argument</p> <ul style="list-style-type: none"> • Graphic Organizer • Research and Evidence • Knowing Your Audience • Strategy <p>Persuasive Debate Techniques</p> <ul style="list-style-type: none"> • Voice: Pace, Tone, and Mood • Facial Expressions • Hand Gestures • Body Language <p>Debate Rules and Etiquette</p> <ul style="list-style-type: none"> • Rules and Order of Operation • Etiquette and Sportsmanship • Constructive Criticism: Using Ego-building Dialog in Evaluations <p>Emotional Detachment: Making Judgments based on Evidence</p>	<p>Mock Trial</p> <ul style="list-style-type: none"> • Reintroducing format, rules, etiquette, evaluation • Selecting Topic (partners, if applicable) • Preparing/Practicing Argument (graphic organizer, written essay/argument) • Debate and Evaluate (evaluations/judgments done in writing) • Research skills 	<p>Expository Writing</p> <p>“Explaining a process” speech (informative)</p> <ul style="list-style-type: none"> • Topic Selection • Thesis Statement/Audience Hook • Text Structure <ul style="list-style-type: none"> • Time/Chrono-logical order • Conclusions 	<p>Various Debates</p> <ul style="list-style-type: none"> • Impromptu Debates • Cross Examination Debate (two-person teams) <p>Audience Awareness</p> <p>Counter Arguments</p>	<p>Destination Imagination (optional)</p> <ul style="list-style-type: none"> • Culminating tasks • Various debates

METHODS:

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> Recall 	<ul style="list-style-type: none"> Pair/Share 	<ul style="list-style-type: none"> Restate in Journals/ Notes 	<ul style="list-style-type: none"> Hand Signals
<ul style="list-style-type: none"> Imagine 	<ul style="list-style-type: none"> Idea Wave 	<ul style="list-style-type: none"> Response Boards 	<ul style="list-style-type: none"> Clapping
<ul style="list-style-type: none"> Observe 	<ul style="list-style-type: none"> Choral Response 	<ul style="list-style-type: none"> Graphic Organizers 	<ul style="list-style-type: none"> Stand up/ Sit down
<ul style="list-style-type: none"> Consider 	<ul style="list-style-type: none"> Give One, Get One 	<ul style="list-style-type: none"> Folded Paper 	<ul style="list-style-type: none"> Point to Examples
<ul style="list-style-type: none"> Visualize 	<ul style="list-style-type: none"> “Foggiest” point 	<ul style="list-style-type: none"> Ticket Out of Class 	
	<ul style="list-style-type: none"> Socratic Seminar 	<ul style="list-style-type: none"> Illustrate 	
	<ul style="list-style-type: none"> Cooperative Discussion Groups (i.e. Talking Chips) Role Play 		

Baldrige Quality Tools

- Affinity diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Diagram
- Scatter Diagram

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<u>Reading Strategies in Language Arts</u>	<u>Strategies for English Learners</u>	<u>Differentiation for Advanced Learners</u>
<ul style="list-style-type: none"> ▪ Learning Logs ▪ Pre-teaching ▪ Vocabulary ▪ Pre-reading ▪ Text Structures ▪ Trail Markers ▪ Reciprocal Teaching ▪ Functional Text ▪ Anticipation Guide ▪ Close Reading ▪ Literature Circles ▪ Hot Seat ▪ SSR/Independent Reading 	<ul style="list-style-type: none"> ▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema) ▪ Grouping Strategies ▪ Multiple Intelligences ▪ Adapt the Text ▪ Interactive Learning (Manipulatives, Visuals) ▪ Acquisition Levels ▪ Language Sensitivity ▪ Lower the Affective Filter (including Processing Time) ▪ Home/School Connection (including Cultural Aspects) 	<ul style="list-style-type: none"> ▪ Curriculum Compacting ▪ Tiered Assignments ▪ Flexible Grouping ▪ Acceleration ▪ Depth and Complexity ▪ Independent Study ▪ Literature Circles

- Lecture and note-taking using EEEI format
- Required reading
- Study and research utilizing library and internet skills
- Problem Solving and Critical Thinking Activities
- Written work (graphic organizers, essays, arguments, evaluations)
- Observation of a variety of debate formats
- In-class discussions and debates
- Self-evaluation and teacher/peer feedback
- Small group work
- Power Point presentations
- Panel discussions

MATERIALS USED IN TEACHING THE COURSE: A variety of instructional tools will be used to meet the needs of all students including the following:

Reading/Lecture Material: “Practical Ideas for Debate,” The California High School Speech Association
The Complete Book of Speech Communication, Carol Marrs, 1992, Meriweather Publishing, LTD
Challenge of Effective Speaking, Rudolph F. Verderber, 1991, Wadsworth Publishing Company
“What is Debate,” Tribuium Pursuit Online, www.trviumpursuit.com
 [Debate Formats, Procedures, Rules, and Preparation Topics], Manhattan Chowder and Debate Society Web Site, www.columbia.edu/~1ry2/debate

Other Materials/Resources:

- Notebooks for lecture note taking, researching, forming rough drafts and evaluating
- Graphic Organizers for essay/speech writing preparation
- Rubric Scoring Guides for Peer Evaluation
- Debate Topics Handout
- Videotaped Debates for Self-Evaluation and Teacher/Peer Feedback

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to (a grading scale and/or rubric should be included):

- Classwork/Homework/Notebook (note-taking, research, rough drafts, evaluation, other miscellaneous items) 20%
- Various formally written debate arguments (essays) 20%
- Debate Performance (based on delivery, insightfulness, rules adherence, etiquette, and sportsmanship) 40%
- Quizzes and Objective Exams 10%
- Classroom Participation and Risk-taking 10%

GRADING SCALE			
Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100 – 90%	Advanced Proficient 4
	B+	89 – 87%	
Proficient	B	86 – 80%	Proficient 3
	C	79 –70%	
Partially Proficient	D	69 – 60%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric

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