

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Discussion and Debate

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Discussion and Debate	Unit Summary: The elective, Discussion and Debate, introduces students to basic
Grade Level(s): 9-12	researching, argumentation, questioning and rebuttal skills through a variety and range of debate disciplines. The students will also function successfully as a team within a discussion or debate recognizing the techniques the best facilitate these processes. Both phases of this course will ultimately give each student the skills to succeed within other classes when participating in Socratic Seminars, class discussions and other classroom activities.
Essential Question(s): <ol style="list-style-type: none"> 1. What is a debate? 2. How is a cogent argument created? 3. Why should a student debater master rhetorical devices? 4. What role does inductive and deductive reasoning play in an effective debate? 5. What research avenues exist for an effective debate or discussion? 6. Why is current and viable research mandatory for an effective debate or discussion? 7. How can the use of cross examination strategies win a debate? 8. How can peer evaluation, self-evaluation, instructor evaluation and guest evaluation improve debate performance? 9. How can teamwork help build an effective discussion and/or debate? 	Enduring Understanding(s): <ol style="list-style-type: none"> 1. Debate is engaging in an argument or discussion using higher-level and divergent thinking and/or empirical evidence. 2. A cogent argument is created by arriving at a claim/resolve, establishing logos, pathos, ethos to support that claim/resolve, researching for claim and counter claim support and presenting said argument in a logical and objective manner. 3. A student debater should master rhetorical devices in order to support claims, respond to counter claims and establish credibility. 4. Inductive and deductive reasoning are two methods of logic used to arrive at a conclusion based on factual information. Both are used in research to establish an effective argument. 5. Data base sites, print sources, authoritative interviews, testimonies, personal experiences and other credible sources are avenues that can and should be used when preparing academic argumentation. 6. Current and viable research is mandatory for an effective debate or discussion in order to avoid false statements and fallacious reasoning, maintain a sense of objectivity and integrity and show competence when presenting a stance. 7. Cross examination can help to clarify a position, expose fallacies, demonstrate a debater's ability to think critically and summarily, and to expose inadequate evidence. 8. Comments from varied judges/evaluators regarding presentation style, understanding of topic, organization, use of facts, research, statistics and rebuttal help student debaters integrate multiple perspectives. 9. Teamwork affords the opportunity for students to acquire and practice the collaborative skills that are essential to express their own and the ideas of others clearly and persuasively.

Look at our website under academics for curriculum that is posted for examples.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
<ol style="list-style-type: none"> 1. The student debater will research, interpret, evaluate and identify informed stances individually, in pairs or as a team. 2. A. integrate and interpret claims and counterclaims effectively 3. B. evaluate validity and significance of information 4. C. identify the strengths of argumentative strategies 	<ol style="list-style-type: none"> 1. LA.9-12W.9-12.1a LA.9-12W.9.1b LA.9-12SL.2 LA.9-12W.9-10.7 LA.9-12CCRA.W.8 LA.9-12W.9-10.8 LA.9-12.CCRA.w.9 LA.9-12.W.9-10.9a LA.9-12.W.9-10.9b LA.9-12.CCRA.RL.8 LA.9-12CCRA.SL.2 LA.9-12.SL.9-10.2 LA.9-12.CCRA.RI.8 LA.9-12.RE.9-10.8
<ol style="list-style-type: none"> 2. The student debater will hone the skills necessary to present his/her stance in a professional format. <ol style="list-style-type: none"> A. defend a point of view via critical thinking skills B. respond respectfully to viewpoints and biases C. use logical and rhetorical skills D. provide a defensible conclusion to argument E. demonstrate command of formal English when indicated as appropriate 	
<ol style="list-style-type: none"> 3. The student will become familiar with criteria that fosters and encourages the consideration of multiple opinions which then leads to a nonjudgmental atmosphere. <ol style="list-style-type: none"> A. apply knowledge of language to make effective choices for meaning and insightful comments B. acquire effective listening skills which demonstrate focus and understanding C. incorporate and consider all perspectives and viewpoints that will draw others into the discussion D. establish control of potentially insulting nonverbal behaviors 	<ol style="list-style-type: none"> 2. LA.9-12.CCRA.W.1 LA.9-12.W.9-10.A LA.9-12.w.9-10.1e LA.9-12.SL.1 LA.9-12.9-10.1 LA.9-12.SL.9-10.1d LA.9-12.CCRA.SL.3 LA.9-12.SL.9-10.3 LA.9-12.CCRA.SL4 LA.9-12.SL.9-10.4
	<ol style="list-style-type: none"> 3. LA.9-12.CCRA.L.3

LA.9-12.L.9-10.3
LA. 9-10.SL.9-10.1
LA.9-12.SL.9-10.1a
LA.9-12.SL.9-10.1b
LA.9-12.SL.9-10.1c
LA.9-12.SL.9-10.1
LA.9-12.SL.9-10.1
LA.9-12.SL.9-10.1c

3.

Inter-Disciplinary Connections:

English – integrate and evaluate content in diverse media/cite strong textual evidence to support analysis/
Acquire and use accurately domain-specific words
History – political and historical milieu through the study of landmark debates and speeches
Math – deductive and inductive reasoning/proofs in geometry

Students will engage with the following text:

Current online sources
Influencing Through Argument (International Debate Education Association) Author – Robert Huber
ISBN # 1-932716-07-6

Students will write:

Outlines for debates
Paragraphs to counter arguments
Summarizations of researched articles

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Whole class instruction

- a) **Teacher-led Lecture: Power Point/Prezi presentations, textbook chapter introductions, demonstration of speech styles, information on debate styles (Lincoln-Douglas, etc.)**
- b) **Student note-taking (Cornell or other style)**

Socratic Seminars

- a) **Annotation of given articles/debates**
- b) **Preparation of questions relating to topic and based on Costa's Level of Questioning**
- c) **Formation of concentric circles or one circle (teacher led to eventual student-led discussion)**
- d) **Follow-up evaluation of Seminar (evaluation sheet completion and discussion)**
- e) **Topics include national and local politics (elections, laws), national and local current events**

Research Skills

- a) **Reading of abstracts**
- b) **Use of District data bases**
- c) **Use of proper web sites**
- d) **MLA format**
- e) **Visits to LMC**
- f) **Discussion of plagiarism**

Quizzes

- a) **from note information**
- b) **from designated textbook chapter information**
- c) **outlines of debates**
- d) **Socratic Seminar participation**

Student generated discussions and debate

- a) **Topics include national and local politics (elections, laws), national and local current events**
- b) **Round-table discussions**
- c) **Socratic Seminars**
- d) **Independent and paired debates (test grade)**

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PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Results of debates based upon categories within rubric
Quizzes
Participation in discussions and/or seminars
Classwork
Homework
Peer Evaluation

Accommodations/Modifications:

Adherence to 504 Plans and IEP's

Summative Assessments:

Benchmarks and final assessments – N/A
Benchmarks & final assessments

Accommodations/Modifications:

Adherence to 504 Plans and IEP's

Performance Assessments:

Debates and Evaluations

Accommodations/Modifications:

Adherence to 504 Plans and IEP's