USD 203 Piper Curriculum
Reading, Writing, Listening, Speaking

Debate
Grade(s): 9-12
Credit(s): .5
Prerequisite(s):None for Novice Course
Novice Course Required before Advanced Course

Standard	Benchmark	Knowledge Base Indicators	Level at Mastery
1--READING	The student reads and comprehends text across the curriculum.		
	1--Alphabetic Skills	**The student uses skills in alphabetics to construct meaning from text.**	N
	2--Fluency	**The student reads fluently.**	
		1.2.1. Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	N
		A. Utilizes skimming techniques to gather information.	N
	3--Vocabulary	**The student expands vocabulary.**	
		1.3.1. Determines the meaning of words or phrases using context clues from sentences or paragraphs.▲	A
		1.3.2. Locates and uses the references available in the classroom, school, and public libraries that are appropriate to the task.	N
		1.3.3. Determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes and suffixes to understand complex words, including words in science, mathematics, and social studies.▲	A
		1.3.4. Identifies, interprets, and analyzes the use of figurative language including similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, personification, and symbolism.▲	A
		1.3.5. Discriminates between connotative and denotative meanings and interprets the connotative power of words.	A
		1.3.6. Uses debate specific vocabulary correctly when:	A
		A. Writing affirmative and negative arguments.	N
		B. Presenting oral debates.	A
	4--Comprehension	**The student comprehends a variety of texts (narrative, expository, technical, and persuasive.)**	
		1.4.1. Identifies characteristics of narrative, expository, technical, and persuasive texts.	N
		1.4.2. Understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts.▲	N
		1.4.3. Uses prior knowledge, content, text type and features to make, revise, and confirm predictions involving:	A
		A. Historical analysis of the debate topic.	A
		B. Current events relating to the debate topic.	A
		C. Procedural knowledge of policy debate.	N
		1.4.4. Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during and after reading the text.	A
		1.4.5. Uses information from the text to make inferences and draw conclusions. ▲	N
		1.4.6. Compares and contrasts the following aspects in one or more appropriate-level texts:▲	A
		A. Source	N
		B. Data	A

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		C. Bias	A
		D. Relevance	N
		E. Accuracy	A
		1.4.7. Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲	N
		1.4.8. Uses paraphrasing and organizational skills to summarize information from appropriate-level narrative, expository, persuasive, and technical texts in logical or sequential order, clearly preserving the author's intent. ▲ ▲	A
		1.4.9. Identifies the topic, main ideas, supporting details, and themes in text across the content areas and from a variety of sources in appropriate-level texts. ▲	N
		1.4.10. Identifies the author's position in a persuasive text and describes techniques the author uses to support that position and evaluates the effectiveness of these techniques and the credibility of the information provided.▲	N
		1.4.11. Distinguishes between fact and opinion, and recognizes propaganda, bias, and stereotypes in various types of appropriate-level texts.▲▲	N
2--LITERATURE	**The student responds to a variety of text.**		
	1--Literary Concepts	**The student uses literary concepts to interpret and respond to text.**	
		2.1.2. Analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text. ▲	N
		2.1.3. Analyzes and evaluates how the author uses various plot elements to advance the plot and make connections between events. ▲	N
		2.1.4. Analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.	A
		2.1.5 Formulates answerable questions.	N
		2.1.6 Identifies main ideas and other significant information	N
		2.1.7 Retells information in his/her own words.	N
		2.1.8 Creates responsive arguments.	A
3--WRITING	**The student writes effectively for a variety of audiences, purposes and contexts.**		
	1--Writing as a Tool	**The student uses writing as a tool for learning throughout the curriculum.**	
		3.1.1. Uses the writing process in various formats such as notes, outlines, journal entries, research reports, speeches, critical analysis of current events and reaction papers in all content.	A
	2--Writing Process	**The student uses a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.**	

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		3.2.1. Generates ideas by using strategies, which may include recalling, brainstorming, free writing, outlining, and clustering.	N
		3.2.2. Uses effective prewriting strategies, which specifically include theses for affirmatives, blocks and briefs, and frontlines.	N
		3.2.3. Writes successive versions after rereading, adding new information and reorganizing for sequence.	A
		3.2.4. Proofreads and edits revisions for grammar, spelling, usage and format.	N
	3--Ideas	**The student uses ideas that are well-developed, clear and interesting.**	
		3.3.1 Selects topics that are original and appropriate for the task.	A
		3.3.2. Writes using knowledge or experience.	A
		3.3.3. Provides sufficient supporting evidence for each contention.	N
		3.3.4. Develops the topic in an enlightening and purposeful way that makes a point or tells a story.	A
	4--Organization	**The student uses organization that enhances the reader's understanding.**	
		3.4.1. Writes cohesively, adhering to the appropriate structures for:	N
		A. Affirmative cases	N
		B. Topicality arguments	N
		C. Disadvantages	N
		D. Kritiks	N
		E. Counterplans	N
		3.4.2. Uses transitions to connect ideas within the between paragraphs.	N
	5--Voice	**The student uses authentic and appropriate voice.**	
		3.5.1. Uses vocabulary and language forms to convey mood and personality.	A
		3.5.2. Conveys individual personality to the reader.	A
		3.5.3. Uses a voice appropriate for purpose and audience.	N
	6--Word Choice	**The student uses effective word choice.**	
		3.6.1 . Chooses words that are specific, accurate, and easy to understand.	A
		3.6.2. Uses language that is appropriate for the type of writing and for the audience.	A
		A. Uses figurative language effectively.	A
		B. Uses persuasive language effectively.	N
		C. Utilizes debate specific terminology.	A
		3.6.3. Uses action verbs that energize the writing and precise nouns and modifiers that create images in the reader's mind.	N
		3.6.4. Uses cliché's and jargon sparingly, only for effect.	N
	7--Fluency	**The student uses clear and fluent sentences.**	
		3.7.1. Constructs sentences for clarity and meaning.	A

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		3.7.2. Writes sentences that vary in length and in structure.	N
		3.7.3. Uses dialogue that is natural.	N
	8--Conventions	The student uses standard American English conventions.	
		3.8.1. Uses grammar and usage that contribute to clarity and style.	N
		3.8.2. Uses accurate punctuation to guide the reader through the text.	N
		3.8.3. Uses correct spelling.	N
		3.8.4. Edits to polish for publication.	N
	9--Audience	The student writes with a specific audience in mind.	
		3.9.1. Describe different judge paradigms.	N
		3.9.2. Adapt presentation to the following paradigms:	A
		A. Stock issues	N
		B. Policy Maker	N
		C. Flow Judge	N
		D. Lay Judge	A
		E. Tabula Rasa	A
		F. Hypothesis Tester	A
4--RESEARCH		The student applies reading and writing skills to demonstrate learning	
	1--Effective Practices	The student uses effective research practices.	
		4.1.1. Generates relevant, investigating, and researchable questions in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis and evaluation levels of questioning.	A
		4.1.2. Locates appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and internet.	N
		4.1.3. Verifies the accuracy, relevance, and completeness of information.	N
		4.1.4. Analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and themes.	A
		4.1.6. Analyzes, organizes, and converts information into different forms.	N
		4.1.7. Documents sources of information using debate format.	N
		4.1.8. Evaluates the sources of information on the following principles:	N
		A. The usefulness of sources for speciic purposes, audiences, contexts, and arguments.	N
		B. The credibility of the source.	N
		C. The accuracy of the data.	N
	2--Ethical Practices	The student uses ethical research practices.	

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		4.2.1. Analyzes and understands implications and consequences of plagiarism.	N
		4.2.2. Expresses information in own words using appropriate organization and grammar, word choice, and tone sufficient to the audience.	N
		4.2.3. Cites references for all sources of information including summarized and paraphrased ideas from other authors.	N
5--LISTENING	**The student will participate effectively as a listener within formal and informal groups.**		
	1--Attention	**The effective listener is attentive.**	
		5.1.1. Uses personal strategies to maintain focus (metacognition).	A
		5.1.2. Demonstrates ability to manage internal and external discussions.	N
	2--Cues	**The effective listener identifies/recognizes verbal and nonverbal cues accurately.**	
		5.2.1. Understands the effects of ambiguous verbal and nonverbal cues, such as sarcasm, cultural meanings, inferences and gestures.	A
		5.2.2 Relates verbal and nonverbal cues to prior knowledge and experience.	N
		5.2.3. Recognizes the effects of conflicting verbal and nonverbal cues.	A
	3--Receiving/Using Information	**The effective listener understands the message.**	
		5.3.1. Accurately follows instructions that require integrating information and adjusting for specific situations.	A
		5.3.2. Distinguishes between denotative and connotative meanings.	N
		5.3.3. Offers appropriate and effective feedback.	N
		5.3.4. Accurately explains an oral message.	N
	4--Application	**The effective listener remembers and applies content of the message.**	
		5.4.1. Assimilates knowledge from listening and uses it in a new context.	N
		5.4.2. Uses appropriate strategies to remember.	N
		5.4.4. Relates speaker's ideas and information to counter arguments..	N
	5--Analyze/Evaluate	**The effective listener analyzes and evaluates the message.**	
		5.5.1 Distinguishes between relevant and irrelevant materials	N
		5.5.2. Judges validity of ideas, arguments, or hypotheses.	N
		5.5.3. Identifies and interprets multiple messages and the purposes intended by the speaker.	A
		5.5.4. Distinguishes between fact and opinion.	N
		5.5.5. Recognizes and controls own emotional responses to material.	N
		5.5.6. Supports personal evaluation of message.	N
		5.5.7. Accepts appropriate criticism, disagreement, suggestions, and compliments.	N

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		5.5.8. Distinguises between analytical and evidenced arguments.	N
		5.5.9. Follows speaker's reasoning.	N
		5.5.10. Recognizes strategies and motives used in persuasive appeals.	A
	6--Participation	**The effective listener participates appropriately in small groups.**	
		5.6.1. Varies behavior according to task roles within the groups.	N
		5.6.2. Suspends judgment until the message is complete.	N
		5.6.3. Demonstrates respect for differences in attitude, behavior, value, and beliefs.	N
		5.6.4. Accurately summarizes others' points of view, including those that conflict with his/her own.	N
		5.5.5. Asks questions for clarification.	N
		5.5.6. Presents effectively derived counter arguments.	A
6--SPEAKING		**The student speaks effectively for a variety of audiences and purposes.**	
	1--Contexts	**The effective speaker considers variables in the speaking situation that affect the composition of his/her message.**	
		6.1.1. Analyzes the characteristics of the audience.	N
		6.1.2. Describes different characteristics of messages based on audience.	N
	2--Coherence	**The effective speaker produces a coherent message.**	
		6.2.1. Uses thesis statement and main points to structure planned speeches.	N
		6.2.2. Uses language consistent with purpose and content of message.	N
		6.2.3. Uses transitions between main points.	N
		6.2.4. Uses introductions that prepare and audience for the speech.	N
		6.2.5. Uses conclusions that reinforce the message and signal closure for planned speeches.	N
		6.2.6. Develops thoughts using increasing complexity.	A
	3--Content	**The effective speaker uses appropriate content for purpose and audience.**	
		6.3.1. Uses information that is relevant, accurate, and sufficient.	N
		6.3.2. Uses language that matches audience level of understanding, such as vocabulary and amount of detail.	A
		6.3.3. Uses vocabulary specific to topic.	N
		6.3.4. Uses language that promotes emotional responses related to speaker's purpose.	A
		6.3.5. Uses authentic voice that reflects the speaker's commitment to the message and personal style.	A
	4--Delivery	**The effective speaker demonstrates control of delivery skills.**	
		6.4.1. Uses an extemporaneous manner of delivery that creates speaker connection to the audience.	A
		6.4.2. Maintains an acceptable level of poise including eye contact, body position/movement, and vocal expression (volume, pace, tone and inflection).	A

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		6.4.3. Uses appropriate pronunciation and clear articulation.	N
		6.4.4. Avoids distracting delivery behaviors (fidgeting, rocking the lectern, shuffling notes, verbal ticks, etc.).	N
		6.4.5. Accepts and makes use of criticism.	N
	5--Participation	**The effective speaker participates appropriately in small groups.**	
		6.5.1. Contributes relevant information based on their role in the group.	N
		6.5.2. Participates through questions and dialogue.	N
		6.5.3. Adapts to the group dynamics by assuming different roles.	N
		6.5.4. Responds to new arguments.	N
		6.5.5. Creates effective counter arguments.	N
7--CRITICAL THINKING	**The student applies critical thinking to gather information, address issues, and formulate arguments.**		
	1--Time Management	**The student effectively manages time limits.**	
		7.1.1. Uses time-management strategies in the following situations:	A
		A. Pre-debate preparations.	A
		B. Constructive speeches.	N
		C. In-round prepartations.	A
		D. Cross-examinations.	A
		E. Frontline delivery.	N
	2--Critical Thinking Skills	**The student utilizes critical thinking skills.**	
		7.2.1. Compares and contrasts information on a topic obtained from several different sources.	N
		7.2.2. Summarizes what is heard or read.	N
		7.2.3. Hypothesizes about what is heard of read.	N
		7.2.4. Connects knowledge within and across disciplines	N
		7.2.5. Synthesizes information to construct new concepts.	A
		7.2.6. Analyzes details of whatis heard or read.	A
		7.2.7. Evaluates information that is read, heard, or written.	A