

Debate Curriculum

Grades 7-8

Subject	Grade	6 Weeks	Estimated Time Frame
Debate	6 th – 8 th	2 nd 6 weeks	30 days
TEKS / Student Expectations:		Examples / Specifications:	
2A Use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy		Introduction to debate: understanding and analyzing a topic; flowing exercise	
2C Analyze and evaluate propositions and related issues presented in academic and public settings			
3G Use valid proofs appropriately to support claims in propositions of value		Constructing arguments: discussion and exercises about reasoning and evidence	
4A Evaluate implications of stock issues in affirmative and negative case construction and refutation		Understanding impacts and significance	
4B Use and evaluate a variety of valid affirmative and negative strategies to construct affirmative and negative cases		Understanding offensive and defensive arguments	
4C Construct debate briefs for policy propositions		Understanding judging	
4D Analyze and adapt approaches to accommodate a variety of judging paradigms		Including learning and defining the basic stock issues in a policy debate (significance, harms, inherency, solvency, topicality)	
5A Analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic and cause-effect		Including learning the characteristics of extensions and write briefs for the second speeches.	
5A Analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic and cause-effect		Including learning differences between inductive and deductive reasoning and using arguments to demonstrate syllogistic logic	
5B Identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument		Including developing skills necessary to see weaknesses in opponents' arguments using analytical and critical thinking skills including dating of evidence, conclusionary statements, and source	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
Judge / Adaptation Offense / Defense Line by Line Uniqueness, Link, Internal link, and Impact			
		Weblinks / Other Resources:	
		Ndca.org	
External Assessment:		Local Assessment:	
Vocab quiz		Discussions will make it clear who is picking up what part of the lessons.	
Best Instruction:			
A combination of lecture, examples, exercises, and in class debates. Watch the sample debate, discuss sample debate; view judge's decision Introduction to research: reading and analyzing an article			