

Debate Curriculum

Grades 7-8

Subject	Grade	6 Weeks	Estimated Time Frame
Debate – Student Congress	7 th -8 th	3 rd 6 weeks	30 days
TEKS / Student Expectations:		Examples / Specifications:	
1C Recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints 2B Accurately phrase and define debatable propositions 2D Recognize, analyze, and use various debate formats to support propositions 7A Identify the roles and responsibilities of the affirmative and negative positions 7B Explain and apply the distinctive approaches to prima facie case construction 7C Use a variety of approaches to construct logical affirmative and negative cases 8A Listen critically to formulate responses 8B Take accurate notes during argumentation (flow a debate) 8C Analyze and apply a variety of approaches for refuting and defending arguments 8D Recognize and use effective cross-examination strategies 8E Extend cross examination responses into refutation		Including discussion of items found in news media about social issues. Students will give speeches concerning current events and how they affect us. Including presentations on current items in news media, including both class discussions and individual presentations. Including researching and defining various positions and then presenting and defending them in an oral presentation to the class. Including taking effective notes and developing points for and against positions presented in class. Including learning how to utilize non-verbal communication in a persuasive manner. Including learning how to evaluate and critique a persuasive speech based on a variety of factors including pace, fluidity, style, organization, and non-verbal communication. Include learning how to write and deliver a prepared speech intended to persuade an audience in regards to a change in government policy. Including individual and team based debates in class or at tournaments.	
Language of Instruction:		Instructional Resources / Textbook Correlations:	
Persuasion Ethos, Pathos, Logos Nonverbal Perception		Video examples of debates and speeches Weblinks / Other Resources:	
External Assessment:		Local Assessment:	
Final debates		Quiz / In class activities	
Best Instruction:			
By this time the students are driving the curriculum in terms of the topics and arguments they want to discuss. Peer to peer instruction is a fluid part of this unit as well since they work in teams.			