



HIGH SCHOOL ENGLISH LANGUAGE ARTS SPEECH AND DEBATE

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board
June 14, 2011 & May 22, 2013

STANDARDS FOR ENGLISH LANGUAGE ARTS

HIGH SCHOOL SPEECH AND DEBATE

Speech & Debate is a course designed to give students the opportunity to acquire the skill of public speaking, with an emphasis on debate. Sophisticated oral as well as written communication and argumentation skills will be taught empowering students to take a reasoned and well-substantiated stance in affirmation or negation of a statement concerning a current issue. The course stresses the necessity of thorough research and clear organization in creating a speech and provides extensive practice in informative and persuasive speaking/argumentation with a focus on current public issues - local, national, and international - and the historical context surrounding a topic for debate. Critical thinking, research, writing, oral presentation, and teamwork will all come together in this course making students more aware of the world around them and how to expertly convey and substantiate their opinions on issues facing our world.

READING STANDARDS

KEY IDEAS AND DETAILS

- 9-10.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (Y1)
- 9-10.RST.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (Y1)
- 9-10.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (Y1)
- 9-10.RST.2. Determine the central ideas or conclusions of a scientific or technical text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. Y1
- 11-12.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (Y2,3,4)
- 11-12.RST.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (Y2,3,4)
- 11-12.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (Y2,3,4)
- 11-12.RST.2. Determine the central ideas or conclusions of a scientific or technical text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (Y2,3,4)

CRAFT AND STRUCTURE

- 9-10.RH.5. Analyze how a text (for example: speech or debate case, performance/presentation, transcript) uses structure to emphasize key points or advance an explanation or analysis. (Y1)

- 11-12.RH.5. Analyze in detail how a text (for example: speech or debate case, performance/presentation, transcript) is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the argument as a whole. (Y2,3,4)

INTEGRATION OF KNOWLEDGE AND IDEAS

- 9-10.RH.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (Y2,3,4)
- 9-10.RH.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims. (Y1)
- 9-10.RH.9. Compare and contrast treatments of the same topic in several primary and secondary sources. (Y1)
- 9-10.RST.7. Translate information expressed visually or mathematically (e.g., in an equation) into words. (Y1)
- 9-10.RST.8. Assess the extent to which the reasoning and evidence in a text support a technical or scientific claim or a recommendation for solving a scientific or technical problem. (Y1)
- 11-12.RH.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (Y2,3,4)
- 11-12.RH.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. (Y2,3,4)
- 11-12.RH.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (Y2,3,4)
- 11-12.RST.8. Evaluate an author’s technical or scientific premises, claims, and evidence by corroborating or challenging them with other information (Y2,3,4)
- 11-12.RST.9. Assess the author’s bias. (Y2,3,4)

WRITING STANDARDS

TEXT TYPES AND PURPOSES

- 9-10/11-12.WHST.1 Write arguments focused on discipline-specific content. (Y1,2,3,4)
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

- 9-10/11-12.WHST.2. Write informative/explanatory texts, including contemporary issues (local, national, international). (Y1,2,3,4)
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions. (Y1,2,3,4)
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples (establish the warrant) appropriate to the audience's knowledge of the topic. (Y2,3,4)
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. (Y1,2,3,4)
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely listeners. (Y2,3,4)
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (Y1,2,3,4)
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or impact of the topic). (Y1,2,3,4)
 - g. Create an introduction that engages audience.
 - h. Use organizational structures to highlight key ideas, concepts, and information.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- 9-10/11-12.WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Y1,2,3,4)

SPEAKING AND LISTENING STANDARDS

COMPREHENSION AND COLLABORATION

- 9-10/11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions or debates (one-on-one, in groups, and teacher-led) with diverse partners and topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to debates or discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue. (Y1)
 - b. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspective. (Y1,2,3,4)
 - c. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding in light of the evidence and reasoning presented. (Y1)
 - d. Quote specific direct textual evidence to support points. (Y1,2,3,4)

- 9-10/11-12.SL.3 Evaluate a speaker's reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (Y1,2,3,4)

PRESENTATION OF KNOWLEDGE AND IDEAS

- 9-10/11-12.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Y1,2,3,4)
- 9-10/11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Y1,2,3,4)
- 9-10/11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (Y1,2,3,4)