

| <i>Proclamation 2020</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material | | |
|--|---|--|
| Subject | Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading | |
| Subchapter | Subchapter C. High School | |
| Course | §110.60. Debate I, II, III (One to Three Credits) | |
| (a) Introduction | | |
| <p>(1) Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.</p> <p>(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) The essential knowledge and skills as well as the student expectations for Debate I, II, III, elective courses, are described in subsection (b) of this section.</p> | | |
| (b) Knowledge and Skills. | | |
| Knowledge and Skills Statement | Student Expectation | Breakout |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (A) identify the historical and contemporary use of debate in social, political, and religious arenas | (i) identify the historical use of debate in social arenas |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (A) identify the historical and contemporary use of debate in social, political, and religious arenas | (ii) identify the historical use of debate in political arenas |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|--|
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (A) identify the historical and contemporary use of debate in social, political, and religious arenas | (iii) identify the historical use of debate in religious arenas |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (A) identify the historical and contemporary use of debate in social, political, and religious arenas | (iv) identify the contemporary use of debate in social arenas |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (A) identify the historical and contemporary use of debate in social, political, and religious arenas | (v) identify the contemporary use of debate in political arenas |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (A) identify the historical and contemporary use of debate in social, political, and religious arenas | (vi) identify the contemporary use of debate in religious arenas |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues | (i) examine the role of the forensic progression of discussion in dealing with controversial issues |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues | (ii) examine the role of the forensic progression of persuasion in dealing with controversial issues |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues | (iii) examine the role of the forensic progression of debate in dealing with controversial issues |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints | (i) recognize the role of argumentation as an effective means of analyzing issues |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints | (ii) recognize the role of argumentation as an effective means of discovering truth |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints | (iii) recognize the role of argumentation as an effective means of finding solutions to problems |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints | (iv) recognize the role of argumentation as an effective means of understanding opposing viewpoints |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints | (v) recognize the role of debate as an effective means of analyzing issues |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|--|
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints | (vi) recognize the role of debate as an effective means of discovering truth |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints | (vii) recognize the role of debate as an effective means of finding solutions to problems |
| (1) Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: | (C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints | (viii) recognize the role of debate as an effective means of understanding opposing viewpoints |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy | (i) use appropriate standards to analyze propositions of fact |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy | (ii) use appropriate standards to analyze propositions of value |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy | (iii) use appropriate standards to analyze propositions of problem |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy | (iv) use appropriate standards to analyze propositions of policy |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|--|
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy | (v) use appropriate standards to interpret propositions of fact |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy | (vi) use appropriate standards to interpret propositions of value |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy | (vii) use appropriate standards to interpret propositions of problem |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy | (viii) use appropriate standards to interpret propositions of policy |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (B) accurately phrase and define debatable propositions | (i) accurately phrase debatable propositions |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (B) accurately phrase and define debatable propositions | (ii) accurately define debatable propositions |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (C) analyze and evaluate propositions and related issues presented in academic and public settings | (i) analyze propositions presented in academic settings |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (C) analyze and evaluate propositions and related issues presented in academic and public settings | (ii) analyze propositions presented in public settings |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (C) analyze and evaluate propositions and related issues presented in academic and public settings | (iii) analyze related issues presented in academic settings |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|--|
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (C) analyze and evaluate propositions and related issues presented in academic and public settings | (iv) analyze related issues presented in public settings |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (C) analyze and evaluate propositions and related issues presented in academic and public settings | (v) evaluate propositions presented in academic settings |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (C) analyze and evaluate propositions and related issues presented in academic and public settings | (vi) evaluate propositions presented in public settings |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (C) analyze and evaluate propositions and related issues presented in academic and public settings | (vii) evaluate related issues presented in academic settings |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (C) analyze and evaluate propositions and related issues presented in academic and public settings | (viii) evaluate related issues presented in public settings |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (D) recognize, analyze, and use various debate formats to support propositions | (i) recognize various debate formats to support propositions |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (D) recognize, analyze, and use various debate formats to support propositions | (ii) analyze various debate formats to support propositions |
| (2) Analysis of issues. The student analyzes controversial issues. The student is expected to: | (D) recognize, analyze, and use various debate formats to support propositions | (iii) use various debate formats to support propositions |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (A) explain the concept of a value as it applies to a debate | (i) explain the concept of a value as it applies to a debate |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|--|
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (B) analyze the role of value assumptions in formulating and evaluating argument | (i) analyze the role of value assumptions in formulating argument |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (B) analyze the role of value assumptions in formulating and evaluating argument | (ii) analyze the role of value assumptions in evaluating argument |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (C) analyze the works of classical and contemporary philosophers | (i) analyze the works of classical philosophers |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (C) analyze the works of classical and contemporary philosophers | (ii) analyze the works of contemporary philosophers |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (D) apply various standards for evaluating propositions of value | (i) apply various standards for evaluating propositions of value |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (E) apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments | (i) apply value assumptions and/or classical philosophies appropriately in formulating arguments |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (E) apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments | (ii) apply value assumptions and/or contemporary philosophies appropriately in formulating arguments |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (F) develop and use valid approaches to construct affirmative and negative cases | (i) develop valid approaches to construct affirmative cases |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|---|
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (F) develop and use valid approaches to construct affirmative and negative cases | (ii) develop valid approaches to construct negative cases |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (F) develop and use valid approaches to construct affirmative and negative cases | (iii) use valid approaches to construct affirmative cases |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (F) develop and use valid approaches to construct affirmative and negative cases | (iv) use valid approaches to construct negative cases |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (G) use valid proofs appropriately to support claims in propositions of value | (i) use valid proofs appropriately to support claims in propositions of value |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (H) construct briefs for value propositions | (i) construct briefs for value propositions |
| (3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: | (I) apply voting criteria to value propositions | (i) apply voting criteria to value propositions |
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (A) evaluate implications of stock issues in affirmative and negative case construction and refutation | (i) evaluate implications of stock issues in affirmative case construction |
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (A) evaluate implications of stock issues in affirmative and negative case construction and refutation | (ii) evaluate implications of stock issues in negative case construction |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|---|
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (A) evaluate implications of stock issues in affirmative and negative case construction and refutation | (iii) evaluate implications of stock issues in case refutation |
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (B) use and evaluate a variety of valid strategies to construct affirmative and negative cases | (i) use a variety of valid strategies to construct affirmative cases |
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (B) use and evaluate a variety of valid strategies to construct affirmative and negative cases | (ii) use a variety of valid strategies to construct negative cases |
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (B) use and evaluate a variety of valid strategies to construct affirmative and negative cases | (iii) evaluate a variety of valid strategies to construct affirmative cases |
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (B) use and evaluate a variety of valid strategies to construct affirmative and negative cases | (iv) evaluate a variety of valid strategies to construct negative cases |
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (C) construct debate briefs for policy propositions | (i) construct debate briefs for policy propositions |
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (D) analyze and adapt approaches to accommodate a variety of judging paradigms | (i) analyze approaches to accommodate a variety of judging paradigms |
| (4) Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: | (D) analyze and adapt approaches to accommodate a variety of judging paradigms | (ii) adapt approaches to accommodate a variety of judging paradigms |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|--|---|
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (A) analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect | (i) analyze arguments using various forms of logic |
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (A) analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect | (ii) create arguments using various forms of logic |
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument | (i) identify fallacies in reasoning |
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument | (ii) apply standards of validity in analyzing argument |
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument | (iii) apply standards of validity in constructing argument |
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument | (iv) apply standards of relevancy in analyzing argument |
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument | (v) apply standards of relevancy in constructing argument |
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (C) analyze the role of value assumptions in personal, social, and political conflicts | (i) analyze the role of value assumptions in personal conflicts |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (C) analyze the role of value assumptions in personal, social, and political conflicts | (ii) analyze the role of value assumptions in social conflicts |
| (5) Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: | (C) analyze the role of value assumptions in personal, social, and political conflicts | (iii) analyze the role of value assumptions in political conflicts |
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (A) locate and use a variety of reliable technological and print sources | (i) locate a variety of reliable technological sources |
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (A) locate and use a variety of reliable technological and print sources | (ii) locate a variety of reliable print sources |
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (A) locate and use a variety of reliable technological and print sources | (iii) use a variety of reliable technological sources |
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (A) locate and use a variety of reliable technological and print sources | (iv) use a variety of reliable print sources |
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (B) identify and apply standard tests of evidence for choosing appropriate logical proofs | (i) identify standard tests of evidence for choosing appropriate logical proofs |
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (B) identify and apply standard tests of evidence for choosing appropriate logical proofs | (ii) apply standard tests of evidence for choosing appropriate logical proofs |
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (C) demonstrate skill in recording and organizing information | (i) demonstrate skill in recording information |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (C) demonstrate skill in recording and organizing information | (ii) demonstrate skill in organizing information |
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (D) utilize ethical guidelines for debate research and use of evidence | (i) utilize ethical guidelines for debate research |
| (6) Proof. The student utilizes research and proof in debate. The student is expected to: | (D) utilize ethical guidelines for debate research and use of evidence | (ii) utilize ethical guidelines for use of evidence |
| (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to: | (A) identify the roles and responsibilities of the affirmative and negative positions | (i) identify the [role] of the affirmative [position] |
| (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to: | (A) identify the roles and responsibilities of the affirmative and negative positions | (ii) identify the [role] of the negative [position] |
| (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to: | (A) identify the roles and responsibilities of the affirmative and negative positions | (iii) identify the responsibilities of the affirmative [position] |
| (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to: | (A) identify the roles and responsibilities of the affirmative and negative positions | (iv) identify the responsibilities of the negative [position] |
| (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to: | (B) explain and apply the distinctive approaches to prima facie case construction | (i) explain the distinctive approaches to prima facie case construction |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|--|
| (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to: | (B) explain and apply the distinctive approaches to prima facie case construction | (ii) apply the distinctive approaches to prima facie case construction |
| (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to: | (C) use a variety of approaches to construct logical affirmative and negative cases | (i) use a variety of approaches to construct logical affirmative cases |
| (7) Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to: | (C) use a variety of approaches to construct logical affirmative and negative cases | (ii) use a variety of approaches to construct logical negative cases |
| (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: | (A) listen critically to formulate responses | (i) listen critically to formulate responses |
| (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: | (B) take accurate notes during argumentation such as flow a debate | (i) take accurate notes during argumentation |
| (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: | (C) analyze and apply a variety of approaches for refuting and defending arguments | (i) analyze a variety of approaches for refuting arguments |
| (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: | (C) analyze and apply a variety of approaches for refuting and defending arguments | (ii) analyze a variety of approaches for defending arguments |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|--|--|
| (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: | (C) analyze and apply a variety of approaches for refuting and defending arguments | (iii) apply a variety of approaches for refuting arguments |
| (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: | (C) analyze and apply a variety of approaches for refuting and defending arguments | (iv) apply a variety of approaches for defending arguments |
| (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: | (D) recognize and use effective cross-examination strategies | (i) recognize effective cross-examination strategies |
| (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: | (D) recognize and use effective cross-examination strategies | (ii) use effective cross-examination strategies |
| (8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: | (E) extend cross-examination responses into refutation | (i) extend cross-examination responses into refutation |
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (A) use precise language and effective verbal skills in argumentation and debate | (i) use precise language in argumentation |
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (A) use precise language and effective verbal skills in argumentation and debate | (ii) use precise language in debate |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|--|--|
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (A) use precise language and effective verbal skills in argumentation and debate | (iii) use effective verbal skills in argumentation |
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (A) use precise language and effective verbal skills in argumentation and debate | (iv) use effective verbal skills in debate |
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (B) use effective nonverbal communication in argumentation and debate | (i) use effective nonverbal communication in argumentation |
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (B) use effective nonverbal communication in argumentation and debate | (ii) use effective nonverbal communication in debate |
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (C) use effective critical-listening strategies in argumentation and debate | (i) use effective critical-listening strategies in argumentation |
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (C) use effective critical-listening strategies in argumentation and debate | (ii) use effective critical-listening strategies in debate |
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (D) demonstrate ethical behavior and courtesy during debate | (i) demonstrate ethical behavior during debate |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|--|---|---|
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (D) demonstrate ethical behavior and courtesy during debate | (ii) demonstrate courtesy during debate |
| (9) Delivery. The student uses effective communication skills in debating. The student is expected to: | (E) develop extemporaneous speaking skills | (i) develop extemporaneous speaking skills |
| (10) Evaluation. The student evaluates and critiques debates. The student is expected to: | (A) use a knowledge of debate principles to develop and apply evaluation standards for various debate formats | (i) use a knowledge of debate principles to develop evaluation standards for various debate formats |
| (10) Evaluation. The student evaluates and critiques debates. The student is expected to: | (A) use a knowledge of debate principles to develop and apply evaluation standards for various debate formats | (ii) use a knowledge of debate principles to apply evaluation standards for various debate formats |
| (10) Evaluation. The student evaluates and critiques debates. The student is expected to: | (B) provide valid and constructive written and/or oral critiques of debates | (i) provide valid written and/or oral critiques of debates |
| (10) Evaluation. The student evaluates and critiques debates. The student is expected to: | (B) provide valid and constructive written and/or oral critiques of debates | (ii) provide constructive written and/or oral critiques of debates |