

## ARGUMENTATION

HSCE	Activities	Resources/Materials	Assessment
<b>STANDARD 1.1</b> <i>Understand and practice writing as a recursive process.</i>			
<b>CE1.1.1</b> Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Unit 5: With your partner, using evidence that support your side, write a 3 minute speech to convince the audience that your side is the correct way to view your scenario. One partner will write the facts supporting your side, The other partner will write facts attacking the opponent’s side.	Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year’s debate resolution (This year it’s Aid to Africa) The Forensic Quarterly	
<b>CE1.1.2</b> Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	Unit 1: Group writing activity defining community and norms for community		
<b>CE1.1.3</b> Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g. letter to editor, proposal, poem, or digital story).	Unit 2: Discuss how the telling of the story makes it effective (The How)	Unit 2: Listening: NPR Radio Series “This I Believe”	
<b>CE1.1.4</b> Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	Unit 2: Beginning instruction on how to craft the structure of a speech—intro, discuss belief, give three examples, good conclusion without redundancy.	Unit 2: Listening: NPR Radio Series “This I Believe”	
<b>CE1.1.5</b> Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.	Unit 5: With your partner, using evidence that support your side, write a 3 minute speech to convince the audience that your side is the correct way to view your scenario. One partner will write the facts supporting your side, The other partner will write	Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to	

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	facts attacking the opponent’s side.	the current year’s debate resolution (This year it’s Aid to Africa) The Forensic Quarterly	
<b>CE1.1.6</b> Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	Unit 6: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).	<b>Unit 6:</b> Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm. edu	
<b>CE1.1.7</b> Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.	Unit 2: Beginning instruction on how to craft the structure of a speech- intro, discuss belief, give three examples, good conclusion without redundancy.	Unit 2: Listening: NPR Radio Series “This I Believe”	
<b>CE1.1.8</b> Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	Unit 2: Beginning instruction on how to craft the structure of a speech- intro, discuss belief, give three examples, good conclusion without redundancy.	Unit 2: Listening: NPR Radio Series “This I Believe”	
<b>STANDARD 1.2</b> <i>Use writing, speaking, and visual expression for personal understanding and growth.</i>			
<b>CE1.2.1</b> Write, speak, and use images and graphs to understand and discover complex ideas	Unit 2: Discuss what makes a compelling example of personal belief (the What) including audience analysis.	Unit 2: Listening: NPR Radio Series “This I Believe”	
<b>CE1.2.2</b> Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).	Unit 2: Discuss what makes a compelling example of personal belief (the What) including audience analysis.	Unit 2: Listening: NPR Radio Series “This I Believe”	
<b>CE1.2.3</b> Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Unit 2: Discuss what makes a compelling example of personal belief (the What) including audience analysis.	Unit 2: Listening: NPR Radio Series “This I Believe”	
<b>CE1.2.4</b> Assess strengths, weaknesses, and development			

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as a writer by examining a collection of own writing.			
<b>STANDARD 1.3</b> <i>Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g. to reflect, persuade, inform, analyze, entertain, inspire).</i>			
<b>CE1.3.1</b> Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).	Unit 2: Beginning instruction on how to craft the structure of a speech-intro, discuss belief, give three examples, good conclusion without redundancy.	Unit 2: Listening: NPR Radio Series “This I Believe”	
<b>CE1.3.2</b> Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	Unit 3: Write a 2 minute speech with an intro, body and conclusion.		
<b>CE1.3.3</b> Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	Unit 2: Discuss how the telling of the story makes it effective (The How)	Unit 2: Listening: NPR Radio Series “This I Believe”	
<b>CE1.3.4</b> Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).	Unit 3: Write a 2 minute speech with an intro, body and conclusion.		
<b>CE1.3.5</b> From the outset, identify and assess audience expectations and needs; consider the rhetorical	Unit 3: Deliver a speech with appropriate attention to Situation,	Unit 6: Anchor Text: Lecture notes on the form and function	

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effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.	Purpose, Audience, Method. Unit 6: Learn the conventions of writing an affirmative case including Inherency, Harms, Solvency	of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a>	
<b>CE1.3.6</b> Use speaking, writing, and visual presentations to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).	Unit 1: Give 30 second speech on an item students have with them and what it says about who they are		
<b>CE1.3.7</b> Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.	Unit 1: Technical writing activity in groups with Legos		
<b>CE1.3.8</b> Evaluate own and others’ effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).	Unit 3: Participate in giving and receiving feedback using the PQS format (Praise, Question, Suggestion).		
<b>CE1.3.9</b> Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	Unit 2: Start to talk about audience, purpose and method of speech making Unit 6: Learn the conventions of writing a negative case including uniqueness, links, and impact.	Unit 2: Listening: NPR Radio Series “This I Believe” Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate	

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<b>STANDARD 1.4</b> <i>Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i>			
<b>CE1.4.1</b> Identify, explore, and refine topics and questions appropriate for research.	Unit 3: Identify controversial issues in American pop culture		
<b>CE1.4.2</b> Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	Unit 3: Evaluate sources of information for legitimacy, usefulness.		
<b>CE1.4.3</b> Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g. argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).	Unit 6: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a>	
<b>CE1.4.4</b> Interpret, synthesis, and evaluate information/findings in various print sources and media (e.g. fact and opinion, comprehensiveness of the evidence, bias varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	Unit 3: Use computer skills to conduct internet search to gather three sources of information to support speech		
<b>CE1.4.5</b> Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	Unit 3: Write an outline, cite sources		
<b>CE1.4.6</b> Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).	Unit 6: Write complete briefs.	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate	

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<p><b>CE1.4.7</b> Recognize the role of research including student research as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g. presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</p>	<p>Unit 6: Evaluate sources to determine their qualifications and the utility of the evidence. Learn how to find an author’s qualifications.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a></p>	
<p><b>STANDARD 1.5</b> <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g. poetry, fiction and creative nonfiction stories, academic ad literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</i></p>	<p>Unit 6: Learn to anticipate what the opposing side will say about your case and learn to have/write answers to those attacks.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a></p>	
<p><b>CE1.5.1</b> Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p>			
<p><b>CE1.5.2</b> Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.</p>	<p>Unit 6: Participate in a 45 minute policy debate which includes constructive speeches, cross examination questions, and rebuttals.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a></p>	

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		debate.uvm.edu	
<b>CE1.5.3</b> Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).	Unit 6: Learn what makes a successful rebuttal and how to use it.	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
<b>CE1.5.4</b> Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).	Unit 6: Research and find pieces of evidence that support each contention.	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
<b>CE1.5.5</b> Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).	Unit 4: Analyze print and TV ads according to Maslow’s Hierarchy.	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>STANDARD 2.1</b> <i>Develop critical reading, listening, and viewing strategies.</i>			
<b>CE2.1.1</b> Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	Unit 4: Using the techniques outlines in the 30 Second Spot article (attention-getting techniques, confidence-building techniques, desire-stimulating techniques, urgency-stressing techniques, response-seeking techniques), analyze the persuasive techniques used in two 30 second TV Ads.	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	

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<p><b>CE2.1.2</b> Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p>	<p>Unit 6: Learn how to make a brief (including how to make a concise tag for evidence. What information to include on each brief. How to use briefs when debating.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate                      Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate                      Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a></p>	
<p><b>CE2.1.3</b> Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixed, and the use of appropriate resource materials such as print and electronic dictionaries.</p>	<p>Unit 6: Learn how to make a brief (including how to make a concise tag for evidence. What information to include on each brief. How to use briefs when debating.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate                      Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate                      Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a></p>	
<p><b>CE2.1.4</b> Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p>	<p>Unit 6: Watch a full debate in class and learn how to evaluate the effectiveness of each speaker and the arguments each speaker is making.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate                      Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate                      Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a></p>	
<p><b>CE2.1.5</b> Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p>	<p>Unit 6: Watch a full debate in class and learn how to evaluate the effectiveness of each speaker and the arguments each speaker is making.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate                      Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate</p>	

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<b>CE2.1.6</b> Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	Unit 6: Learn to take special notes (called flowing) to keep track of and Be able to answer the arguments your opponent is making.	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a>	
<b>CE2.1.7</b> Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	Unit 6: Flow several debates before students deliver their own debates.	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a>	
<b>CE2.1.8</b> Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.	Unit 4: Read and discuss the psychological techniques advertisers use (such as VALS, psychometrics and balance theory) to convince consumers to buy their products.	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>CE2.1.9</b> Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.	Unit 4: Using the techniques outlines in the 30 Second Spot article (attention-getting techniques, confidence-building techniques, desire-stimulating techniques, urgency-stressing techniques, response-seeking techniques), analyze the persuasive techniques used in two 30 second TV Ads.	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	

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<b>CE2.1.10</b> Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	Unit 1: Ice Breaker: Concentric Circles		
<b>CE2.1.11</b> Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	Unit 1: Ice Breaker: Human Bingo		
<b>CE2.1.12</b> Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.	Unit 6: Flow several debates before students deliver their own debates.	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a>	
<b>STANDARD 2.2</b> <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i>			
<b>CE2.2.1</b> Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	Unit 4: Analyze print and TV ads for Subject, Purpose, Audience, and Method.	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>CE2.2.2</b> Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.	Unit 4: Analyze print and TV ads according to Maslow's Hierarchy.	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model	

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<b>CE2.2.3</b> Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Unit 4: Read and discuss the psychological techniques advertisers use (such as VALS, psychometrics and balance theory) to convince consumers to buy their products.	Viewing: Production Notes Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>STANDARD 2.3</b> <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i>			
<b>CE2.3.1</b> Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.			
<b>CE2.3.2</b> Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.			
<b>CE2.3.3</b> Critically read and interpret instructions for a variety of tasks (e.g. completing assignments, using software, writing college and job applications).	Unit 4: Using the techniques we have learned from the 30 second Spot article as well as trademark, slogan, packaging, differentiation, association with ad characters, significant experiences, repetition, pseudo surveys, comparison of product to earlier form, implying causality, juxtaposition, create a 30 second ad..	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>CE2.3.4</b> Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Unit 6: Research and find pieces of evidence that support each contention.	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a>	
<b>CE2.3.5</b> Engage in self-assessment as a reader, listener,	Unit 4: Using the techniques outlines	Unit 4: Anchor Text: Introduction	

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and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.	in the 30 Second Spot article (attention-getting techniques, confidence-building techniques, desire-stimulating techniques, urgency-stressing techniques, response-seeking techniques), analyze the persuasive techniques used in two 30 second TV Ads.	to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>CE2.3.6</b> Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	Unit 6: Evaluate a policy debate by completing an educational ballot that offers constructive criticism of each of the four speakers and a well-reasoned basis for your decision (based on argumentation used rather than the personal opinion of the judge).	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a>	
<b>CE2.3.7</b> Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).	Unit 6: As a class, choose a topic and figure out what each of the above components are for that topic	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a>	
<b>CE2.3.8</b> Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.	Unit 4: Present ad to the class. Participate in feedback cycle	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>STANDARD 3.1</b> <i>Develop the skills of close and contextual literary reading.</i>			
<b>CE3.1.1</b> Interpret literary language (e.g. imagery, allusions, symbolism, metaphor) while reading			

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literary and expository works.			
<b>CE3.1.2</b> Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.			
<b>CE3.1.3</b> Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.	Unit 5: Each side will make a list of “weaknesses” in their arguments and answers to those weaknesses. Each side will also write out ten cross examination questions to ask their opponent which will both clarify as well as point out strategic flaws in their opponents’ arguments.	Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year’s debate resolution (This year it’s Aid to Africa) The Forensic Quarterly	
<b>CE3.1.4</b> Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author vs narrator, stated vs implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.	Unit 5: Each side will make a list of “weaknesses” in their arguments and answers to those weaknesses. Each side will also write out ten cross examination questions to ask their opponent which will both clarify as well as point out strategic flaws in their opponents’ arguments.	Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year’s debate resolution (This year it’s Aid to Africa) The Forensic Quarterly	Q
<b>CE3.1.5</b> Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.	Unit 5: Using two different colored highlighters, highlight evidence that could be used to support your side in one color and evidence that could be used to support your opposing side in another color	Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year’s debate resolution (This year it’s Aid	

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		to Africa) The Forensic Quarterly	
<b>CE3.1.6</b> Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.	Unit 5: With your partner, using evidence that support your side, write a 3 minute speech to convince the audience that your side is the correct way to view your scenario. One partner will write the facts supporting your side, The other partner will write facts attacking the opponent's side.	Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa) The Forensic Quarterly	
<b>CE3.1.7</b> Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	Unit 5: Deliver a three minute speech and ask cross examination questions. Participate in the feedback cycle.	Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa) The Forensic Quarterly	
<b>CE3.1.8</b> Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	Unit 5: Each side will make a list of "weaknesses" in their arguments and answers to those weaknesses. Each side will also write out ten cross examination questions to ask their opponent which will both clarify as well as point out strategic flaws in their opponents' arguments.	Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa) The Forensic Quarterly	
<b>CE3.1.9</b> Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.			

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<p><b>CE3.1.10</b> Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.</p>	<p>Unit 5: Deliver a three minute speech and ask cross examination questions. Participate in the feedback cycle.</p>	<p>Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These packets will vary according to the current year's debate resolution (This year it's Aid to Africa) The Forensic Quarterly</p>	
<p><b>STANDARD 3.2</b> <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i></p>			
<p><b>CE3.2.1</b> Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p>			
<p><b>CE3.2.2</b> Identify different types of poetry (e.g. epic, lyric, sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.</p>			
<p><b>CE3.2.3</b> Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</p>			
<p><b>CE3.2.4</b> Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>	<p>Unit 5: Deliver a three minute speech and ask cross examination questions. Participate in the feedback cycle.</p>	<p>Unit 5: Anchor Text: Research packets designed to give students 3-4 articles on their topic that they will read, analyze, and glean relevant information to support their side of an argument. These</p>	

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		<p>packets will vary according to the current year's debate resolution (This year it's Aid to Africa)</p> <p>The Forensic Quarterly</p>	
<p><b>CE3.2.5</b> Respond to literature in a variety of ways (e.g. dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.</p>			
<p><i><b>STANDARD 3.3</b> Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i></p>			
<p><b>CE3.3.1</b> Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.</p>			
<p><b>CE3.3.2</b> Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p>			
<p><b>CE3.3.3</b> Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).</p>			
<p><b>CE3.3.4</b> Demonstrate knowledge of American minority literature and the contributions of minority writers.</p>			
<p><b>CE3.3.5</b> Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.</p>			
<p><b>CE3.3.6</b> Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary</p>			

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merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon formation, “classis” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).			
<b>STANDARD 3.4</b> <i>Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i>			
<b>CE3.4.1</b> Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	Unit 4: Using the techniques outlines in the 30 Second Spot article (attention-getting techniques, confidence-building techniques, desire-stimulating techniques, urgency-stressing techniques, response-seeking techniques), analyze the persuasive techniques used in two 30 second TV Ads. Take a final test at the end of the unit to assess learnings	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>CE3.4.2</b> Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	Unit 4: Read and discuss the psychological techniques advertisers use (such as VALS, psychometrics and balance theory) to convince consumers to buy their products. Take a final test at the end of the unit to assess learnings	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>CE3.4.3</b> Understand the ways people use media in their personal and public lives.	Unit 4: Using the techniques we have learned from the 30 second Spot article as well as trademark, slogan, packaging, differentiation, association with ad characters, significant experiences, repetition, pseudo surveys, comparison of product to earlier form, implying causality, juxtaposition, create a 30 second ad. Take a final test at the end of the unit to assess learnings	Unit 4: Anchor Text: Introduction to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes	
<b>CE3.4.4</b> Understand how the commercial and political	Unit 4: Using the techniques we have	Unit 4: Anchor Text: Introduction	

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<p>purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.</p>	<p>learned from the 30 second Spot article as well as trademark, slogan, packaging, differentiation, association with ad characters, significant experiences, repetition, pseudo surveys, comparison of product to earlier form, implying causality, juxtaposition, create a 30 second ad..</p> <p>Take a final test at the end of the unit to assess learnings</p>	<p>to Public Speaking Related Readings: 30 Second Spots, Language in Advertising, Balance Theory, Psychographics/VALS Model Viewing: Production Notes</p>	
<p><b>STANDARD 4.1</b> <i>Understand and use the English language effectively in a variety of contexts and settings.</i></p>			
<p><b>CE4.1.1</b> Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>	<p>Unit 6: Learn how to construct and ask effective cross examination questions.</p> <p>Write a compelling rebuttal</p> <p>Participate in a 45 minute policy debate which includes constructive speeches, cross examination questions, and rebuttals.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a></p>	
<p><b>CE4.1.2</b> Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).</p>	<p>Unit 6: Research and find pieces of evidence that support each contention.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate</p> <p>Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a></p>	
<p><b>CE4.1.3</b> Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with</p>	<p>Unit 6: Participate in a 45 minute policy debate which includes constructive speeches, cross examination questions, and rebuttals.</p>	<p>Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate</p> <p>Related Readings: Love is</p>	

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peers).		Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
<b>CE4.1.4</b> Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.	Unit 1: Give a 30 second story of their name and what it means		
<b>CE4.1.5</b> Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	Unit 6: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
<b>STANDARD 4.2</b> <i>Understand how language variety reflects and shapes experience.</i>			
<b>CE4.2.1</b> Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).	Unit 6: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at debate.uvm.edu	
<b>CE4.2.2</b> Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).	Unit 1: 30 Second penny Speeches		
<b>CE4.2.3</b> Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other	Unit 1: Ice Breaker: Concentric Circles		

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speech communities.			
<b>CE4.2.4</b> Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).	Unit 6: Write an effective 5 minute constructive speech that supports your side of the argument (either affirmative or negative).	Unit 6: Anchor Text: Lecture notes on the form and function of each speech in a policy debate Related Readings: Love is Fallacy by Max Schulman, Breaking Down Barriers; How to Debate Related Viewing: Sample Policy Debates online at <a href="http://debate.uvm.edu">debate.uvm.edu</a>	
<b>CE4.2.5</b> Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.			