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| Language Arts 9 Unit Overview – Learning Fair  |  | | --- | |  | | | |
| Unit Name: | Debates | |
| Duration: | 2.5 to 3 weeks | |
| Project Idea: | Students will research and . | |
| IRP Standards: | Use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including  – syntax and sentence fluency  – diction  – point of view  – literary devices  – visual/artistic devices  Use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including  – organization of ideas and information  – text features and visual/artistic devices  Speak and listen to make personal responses to texts, by  – making connections with prior knowledge and experiences  – describing reactions and emotions  – generating thoughtful questions  – developing opinions with reasons  Write effective imaginative texts to explore ideas and information to  – make connections and develop insights  – explore literary forms and techniques  – experiment with language and style  – engage and entertain  Speak and listen to synthesize and extend thinking, by  – personalizing ideas and information  – explaining relationships among ideas and information  – applying new ideas and information  – transforming existing ideas and information  Use metacognitive strategies to reflect on and assess their speaking and listening, by  – referring to criteria  – setting goals for improvement  – creating a plan for achieving goals  – evaluating progress and setting new goals  Write and represent to synthesize and extend thinking, by  – personalizing ideas and information  – explaining relationships among ideas and information  – applying new ideas and information  – transforming existing ideas and information  Use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including  – grammar and usage  – punctuation, capitalization, and Canadian spelling  – copyright and citation of references  Presentation/layout express ideas and information in a variety of situations and forms to  – explore and respond  – recall and describe  – narrate and explain  – persuade and support  – engage and entertain  Listen to comprehend, interpret, and evaluate ideas and information from a variety of texts,  considering  – purpose  – messages  – tone  – structure  – effects and impact  – bias  select and use a range of strategies to interact and collaborate with others in pairs and groups,  including  – selecting methods for working together effectively  – listening actively  – contributing ideas and encouraging the ideas of others  – demonstrating awareness of diverse points of view  – reaching consensus or agreeing to differ  Select and use a range of strategies to prepare oral communications, including  – interpreting a task and setting a purpose  – considering audience  – generating ideas  – making connections among relevant knowledge and experiences  – planning and rehearsing presentations  Select and use a range of strategies to express ideas and information in oral communications,  including  – vocal techniques  – style and tone  – nonverbal techniques  – visual aids  – organizational and memory aids  – monitoring methods | |
| 21st Centuary Skills Assessed and taught  (will be used for effort assessment) | - Communication (0ral Presentation)  - Critical Thinking | |
| Major Products and Performances | Group: | In a group of two or three person teams, students will debate on a variety of topics. Students will with their team to collaborate on strategies and work on rebuttals |
| Individual: | Speak individually during the debate |
| Entry Events/Lessons | Day 1 | Reveal unit  Reveal the learning intentions and why debating is important  Reveal unit from the wikispace and clarify learning intentions  Outline the mechanics of a debate and show examples of past debates  Give debate topics and split into teams. The first debate topics tie into the grade 9 science curriculum and may include   1. More funding and research money should be given to genetically modifiy our foods 2. We should increase monies for embryonic stem cell research |
| Day 2-4 | Review the debate topics and format. Students will research and prepare |
| Day 5 | Debate day |
| Week 2  Day 1 | Round two of debates. Topics will involve learning and school themes. They may include:   1. Teachers should not give out homework 2. Students should never be evaluated by testing |
|  | Week 2  Day 2-4 | Review the debate topics and format. Students will research and prepare |
| Week 2  Day 5 | Debate Day |
| Reflection methods | Students will watch video of their debates and self rubric | |

# Appendix A – The Assignment as Posted on the Wikipage

Class Debates

For each question, there will be a "Pro" and "Con" side. Basically, they argue for yes and no.  
  
Opening Statement - Each side gets two minutes to create an opening paragraph style statement that gets the audience 'hooked' to your side.  
Pro (2 min)  
Con (2 min)  
1st Argument - Each side gets two minutes to make their first point and examples. This is like the first body paragraph in an essay where you make a statement and then give examples  
Pro (2 min)  
Con (2 min)  
2nd Argument - The second point and examples, but this time the con side begins. This is like the second body paragraph.  
Con (2 min)  
Pro (2 min)  
3rd Argument - The third point and examples  
Pro (2 min)  
Con (2 Min)  
Conference - Break for 2 minutes for conference-Each side prepares rebuttal  
Rebuttal - Each side discusses the other side's arguments and rejects them  
Con (2 min)  
Pro (2 min)  
Closing statement - Like the end paragraph in an essay, this is where you finish and make sure the audience is on your side  
Con (2 min)  
Pro (2 min)

# Appendix B – Debate Rubric

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|  | Levels of Performance | | | |
| Criteria | 1 | 2 | 3 | 4 |
| 1. Organization and Clarity:  Viewpoints and responses are outlined both clearly and orderly. | Unclear in most parts | Clear in some parts but not over all | Most clear and orderly in all parts | Completely clear and orderly presentation |
| 2. Use of Arguments:  Reasons are given to support viewpoint. | Few or no relevant reasons given | Some relevant reasons given | Most reasons given: most relevant | Most relevant reasons given in support |
| 3. Use of Examples and Facts:  Examples and facts are given to support reasons. | Few or no relevant supporting examples/facts | Some relevant examples/facts given | Many examples/facts given: most relevant | Many relevant supporting examples and facts given |
| 4. Use of Rebuttal:  Arguments made by the other teams are responded to and dealt with effectively. | No effective counter-arguments made | Few effective counter-arguments made | Some effective counter-arguments made | Many effective counter-arguments made |
| 5. Presentation Style:  Tone of voice, use of gestures, and level of enthusiasm are convincing to audience. | Few style features were used; not convincingly | Few style features were used convincingly | All style features were used, most convincingly | All style features were used convincingly |
| Comments | | | | |

# Appendix C – Self Reflection When Watching Video of Speeches

1. Watch the video and fill out debate rubric for yourself.

On the back of the rubric, please fill out the following:

1. What are two things you think that you did well and one thing that you think you could improve on?
2. What strategies will you use to ensure that you can improve on the next speech? Please answer this in three or more sentences
3. Please ask one friend to watch your speech. What did they say? Your friend should give you at least one positive and one negative thing to work on.