

Proclamation 2020 Correlations 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)
Publisher	Perfection Learning Corporation
Program Title	Mastering Competitive Debate
Program ISBN	9781531149277
Program Title (identical content)	Mastering Competitive Debate (online only)
Program ISBN (identical content)	9781531149307
TEKS %	100.00%

(a) Introduction

(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.

(2) For high school students whose first language is not English, the student's native language serves as a foundation for English language acquisition and language learning.

(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.

(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.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs	
(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	Student/Teacher	Narrative	9781531137175 9781531149284	10	Student Edition: Historical Uses of Debate is Social and Religious Arenas and Key Point	Student Edition, page(s) 10	
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 16	
			Student/Teacher	Activity	9781531137175 9781531149284	17	Student Edition: In the Media #1	Student Edition, page(s) 17	
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 16	
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	10	Student Edition: Historical Uses of Debate, 1st paragraph and Key Point	Student Edition, page(s) 10	
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 16	
			Student/Teacher	Narrative	9781531137175 9781531149284	9-Aug	Student Edition: Historical Uses of Debate	Student Edition, page(s) 8-9	
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 16	
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	10	Student Edition: Historical Uses of Debate is Social and Religious Arenas	Student Edition, page(s) 10	
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 16	
			Student/Teacher	Activity	9781531137175 9781531149284	17	Student Edition: Research Online	Student Edition, page(s) 17	
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39	
			Student/Teacher	Activity	9781531137175 9781531149284	41	Student Edition: Debate Across the Curriculum #2	Student Edition, page(s) 41	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	6-7	Student Edition: Contemporary Uses of Debate in Social Arena	Student Edition, page(s) 6-7	
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 16	
			Student/Teacher	Activity	9781531137175 9781531149284	169	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 169	
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39	
			Student/Teacher	Narrative	9781531137175 9781531149284	64	Student Edition: Debate and Contemporary Learning; paragraph 2	Student Edition, page(s) 64	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	7	Student Edition: Contemporary Uses of Debate in Political Arena	Student Edition, page(s) 7	
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 16	
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 16	
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39	
			Student/Teacher	Narrative	9781531137175 9781531149284	64	Student Edition: Debate and Contemporary Learning; paragraph 2	Student Edition, page(s) 64	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	7	Student Edition: Contemporary Uses of Debate in Religious Arena	Student Edition, page(s) 7
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531137175 9781531149284	64	Student Edition: Debate and Contemporary Learning: paragraph 2	Student Edition, page(s) 64
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	5-6	Student Edition: Forensic Progression of Debate	Student Edition, page(s) 5-6
			Student/Teacher	Activity	9781531137175 9781531149284	17	Student Edition: Debate Across the Curriculum	Student Edition, page(s) 17
			Student/Teacher	Narrative	9781531137175 9781531149284	28	Student Edition: 1st complete paragraph	Student Edition, page(s) 28
			Student/Teacher	Activity	9781531137175 9781531149284	61	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531137175 9781531149284	115	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 115
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	5-6	Student Edition: Forensic Progression of Debate	Student Edition, page(s) 5-6
			Student/Teacher	Activity	9781531137175 9781531149284	17	Student Edition: Debate Across the Curriculum	Student Edition, page(s) 17
			Student/Teacher	Activity	9781531137175 9781531149284	61	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531137175 9781531149284	115	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 115
			Student/Teacher	Narrative	9781531137175 9781531149284	28	Student Edition: First full paragraph	Student Edition, page(s) 28
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	5-6	Student Edition: Forensic Progression of Debate	Student Edition, page(s) 5-6
			Student/Teacher	Activity	9781531137175 9781531149284	17	Student Edition: Debate Across the Curriculum	Student Edition, page(s) 17
			Student/Teacher	Narrative	9781531137175 9781531149284	20	Student Edition: 2nd paragraph	Student Edition, page(s) 20
			Student/Teacher	Activity	9781531137175 9781531149284	61	Student Edition: Apply Key Idea #6	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531137175 9781531149284	115	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 115
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	102	Student Edition: 8.1 1st paragraph	Student Edition, page(s) 102
			Student/Teacher	Activity	9781531137175 9781531149284	186	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531137175 9781531149284	103	Student Edition: 2nd paragraph	Student Edition, page(s) 103
			Student/Teacher	Activity	9781531137175 9781531149284	40	Student Edition: In the Media	Student Edition, page(s) 40
			Student/Teacher	Narrative	9781531137175 9781531149284	103	Student Edition: The Importance of Logical Analysis: paragraph 2	Student Edition, page(s) 103
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	9	Student Edition: Last paragraph, under On File box	Student Edition, page(s) 9
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531137175 9781531149284	186	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531137175 9781531149284	102	Student Edition: 8.1 1st paragraph	Student Edition, page(s) 102
			Student/Teacher	Narrative	9781531137175 9781531149284	103	Student Edition: 2nd paragraph	Student Edition, page(s) 103
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	102	Student Edition: 8.1 1st paragraph	Student Edition, page(s) 102
			Student/Teacher	Activity	9781531137175 9781531149284	186	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531137175 9781531149284	103	Student Edition: 2nd paragraph	Student Edition, page(s) 103

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Student/Teacher	Activity	9781531137175	40	Student Edition: In the Media	Student Edition, page(s) 40
			Student/Teacher	Narrative	9781531149284	41	Student Edition: Debate Across the Curriculum: History	Student Edition, page(s) 41
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	102	Student Edition: 8.1: first paragraph	Student Edition, page(s) 102
			Student/Teacher	Activity	9781531137175 9781531149284	40	Student Edition: In the Media	Student Edition, page(s) 40
			Student/Teacher	Narrative	9781531137175 9781531149284	173	Student Edition: Selecting Arguments for an Affirmative Case: paragraph two	Student Edition, page(s) 173
			Student/Teacher	Activity	9781531137175 9781531149284	186	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531137175 9781531149284	103	Student Edition: 2nd paragraph	Student Edition, page(s) 103
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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 analyzing issues	Student/Teacher	Narrative	9781531137175 9781531149284	5	Student Edition: What is Debate?	Student Edition, page(s) 5
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531137175 9781531149284	41	Student Edition: Debate Across the Curriculum: History	Student Edition, page(s) 41
			Student/Teacher	Narrative	9781531137175 9781531149284	11	Student Edition: Debate in Academic Settings: paragraph 3	Student Edition, page(s) 11
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	5	Student Edition: What is Debate?	Student Edition, page(s) 5
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 16
			Student/Teacher	Narrative	9781531137175 9781531149284	190	Student Edition: Propositions of Fact: paragraph one	Student Edition, page(s) 190
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531137175 9781531149284	41	Student Edition: Debate Across the Curriculum: History	Student Edition, page(s) 41
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	5	Student Edition: What is Debate?	Student Edition, page(s) 5
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 16
			Student/Teacher	Narrative	9781531137175 9781531149284	158	Student Edition: Last item in text box	Student Edition, page(s) 158
			Student/Teacher	Activity	9781531137175 9781531149284	169	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 169
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 39
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	5	Student Edition: What is Debate?	Student Edition, page(s) 5
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531137175 9781531149284	170	Student Edition: In the Media	Student Edition, page(s) 170
			Student/Teacher	Narrative	9781531137175 9781531149284	158	Student Edition: Issues and Stock Issues: paragraph one: Top of column 2	Student Edition, page(s) 158
			Student/Teacher	Narrative	9781531137175 9781531149284	41	Student Edition: Debate Across the Curriculum: History	Student Edition, page(s) 41
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	28	Student Edition: Propositions of Fact: both paragraphs	Student Edition, page(s) 28
			Student/Teacher	Activity	9781531137175 9781531149284	62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Student/Teacher	Narrative	9781531137175 9781531149284	52	Student Edition: para 2 (after numbered list)	Student Edition, page(s) 52
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Activity	9781531137175 9781531149284	62	Student Edition: Debate Across the Curriculum #2	Student Edition, page(s) 62
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(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	Student/Teacher	Narrative	9781531137175 9781531149284	29-30	Student Edition: Proposition of Value section	Student Edition, page(s) 29-30
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531137175 9781531149284	52	Student Edition: 1st para in 2nd col. and numbered list	Student Edition, page(s) 52
			Student/Teacher	Activity	9781531137175 9781531149284	62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	27-28	Student Edition: Proposition of Problem section	Student Edition, page(s) 27-28
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531137175 9781531149284	66-72	Teacher Guide: Chapter 2 Exercise, Charts on 66 and 69	Teacher Guide, page(s) 66-72
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Student/Teacher	Activity	9781531137175 9781531149284	62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	30-34	Student Edition: Proposition of Policy section, especially bulleted list on 32-33	Student Edition, page(s) 30-34
			Student/Teacher	Activity	9781531137175 9781531149284	318	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 318
			Student/Teacher	Narrative	9781531137175 9781531149284	243	Student Edition: paragraph before "College Records" box	Student Edition, page(s) 243
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 185
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	28	Student Edition: Propositions of Fact: both paragraphs	Student Edition, page(s) 28
			Student/Teacher	Activity	9781531137175 9781531149284	62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Student/Teacher	Narrative	9781531137175 9781531149284	52	Student Edition: para 2 (after numbered list)	Student Edition, page(s) 52
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Activity	9781531137175 9781531149284	62	Student Edition: Debate Across the Curriculum #2	Student Edition, page(s) 62
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	29-30	Student Edition: Propositions of Value	Student Edition, page(s) 29-30
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Student/Teacher	Activity	9781531137175 9781531149284	62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Student/Teacher	Narrative	9781531137175 9781531149284	52	Student Edition: Column 2: first paragraph and numbered list	Student Edition, page(s) 52
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	27-28	Student Edition: Proposition of Problem section	Student Edition, page(s) 27-28
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531137175 9781531149284	66-72	Teacher Guide: Chapter 2 Exercises, Charts on 66 and 69	Teacher Guide, page(s) 66-72
			Student/Teacher	Narrative	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Student/Teacher	Activity	9781531137175 9781531149284	62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	30-34	Student Edition: Proposition of Policy section, especially bulleted list on 32-33	Student Edition, page(s) 30-34
			Student/Teacher	Activity	9781531137175 9781531149284	318	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 318
			Student/Teacher	Narrative	9781531137175 9781531149284	243	Student Edition: paragraph before "College Records" box	Student Edition, page(s) 243
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 185
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531131715 9781531149284	27	Student Edition: Proposition of Problem: first paragraph	Student Edition, page(s) 27
			Student/Teacher	Activity	9781531131715 9781531149284	41	Student Edition: Debate Across the Curriculum: History	Student Edition, page(s) 41
			Student/Teacher	Narrative	9781531131715 9781531149284	27	Student Edition: End of bullet #2	Student Edition, page(s) 27
			Student/Teacher	Narrative	9781531131715 9781531149284	33	Student Edition: Sentence after bulleted list, col 2	Student Edition, page(s) 33
			Student/Teacher	Activity	9781531131715 9781531149284	61	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 61
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531131715 9781531149284	27	Student Edition: Proposition of Problem: first paragraph	Student Edition, page(s) 27
			Student/Teacher	Activity	9781531131715 9781531149284	198	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 198
			Student/Teacher	Narrative	9781531131715 9781531149284	191	Student Edition: 13.3 through Key Point	Student Edition, page(s) 191
			Student/Teacher	Narrative	9781531131715 9781531149284	53	Student Edition: First paragraph	Student Edition, page(s) 53
			Student/Teacher	Activity	9781531131715 9781531149284	61	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 61
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531131715 9781531149284	52-57	Student Edition: 4.1 Defining Key Terms in the Topic through 4.2 Learning the Language of the Topic, note 1st para under 4.1	Student Edition, page(s) 52-57
			Student/Teacher	Activity	9781531131715 9781531149284	61	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531131715 9781531149284	61	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531131715 9781531149284	16	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 16
			Student/Teacher	Narrative	9781531131715 9781531149284	306	Student Edition: Responding to the Kritik: paragraph 1	Student Edition, page(s) 306
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531131715 9781531149284	15	Student Edition: Paragraph before Key Point	Student Edition, page(s) 15
			Student/Teacher	Activity	9781531131715 9781531149284	170	Student Edition: In the Media	Student Edition, page(s) 170
			Student/Teacher	Narrative	9781531131715 9781531149284	399	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 399
			Student/Teacher	Activity	9781531131715 9781531149284	17	Student Edition: In the Media #2	Student Edition, page(s) 17
			Student/Teacher	Narrative	9781531131715 9781531149284	385	Student Edition: Key Point	Student Edition, page(s) 385
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531131715 9781531149284	58-60	Student Edition: 4.3 Analyzing and Evaluating Major Issues	Student Edition, page(s) 58-60
			Student/Teacher	Activity	9781531131715 9781531149284	16	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531131715 9781531149284	17	Student Edition: In the Media #2	Student Edition, page(s) 17
			Student/Teacher	Activity	9781531131715 9781531149284	167	Student Edition: Watch It	Student Edition, page(s) 167
			Student/Teacher	Narrative	9781531131715 9781531149284	67	Student Edition: 5.3 Debates for All Levels and All Disciplines, 1st paragraph	Student Edition, page(s) 67
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531131715 9781531149284	15	Student Edition: Paragraph before Key Point	Student Edition, page(s) 15
			Student/Teacher	Activity	9781531131715 9781531149284	16	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531131715 9781531149284	186	Student Edition: Research Online #3	Student Edition, page(s) 186
			Student/Teacher	Activity	9781531131715 9781531149284	17	Student Edition: In the Media #2	Student Edition, page(s) 17
			Student/Teacher	Narrative	9781531131715 9781531149284	385	Student Edition: Key Point	Student Edition, page(s) 385
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531131715 9781531149284	52-57	Student Edition: 4.1 Defining Key Terms in the Topic through 4.2 Learning the Language of the Topic, note 1st para under 4.2	Student Edition, page(s) 52-57
			Student/Teacher	Activity	9781531131715 9781531149284	61	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531131715 9781531149284	198	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 198
			Student/Teacher	Activity	9781531131715 9781531149284	70	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 70
			Student/Teacher	Narrative	9781531131715 9781531149284	306	Student Edition: Responding to the Kritik: paragraph 1	Student Edition, page(s) 306
			Teacher Only	Narrative				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	15	Student Edition; Last paragraph before Key Point	Student Edition, page(s) 15
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition; Apply Key Ideas #3	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531137175 9781531149284	18	Student Edition; Apply Key Ideas #4	Student Edition, page(s) 18
			Student/Teacher	Activity	9781531137175 9781531149284	186	Student Edition; Research Online #3	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531137175 9781531149284	385	Student Edition; Key Point	Student Edition, page(s) 385
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	58-60	Student Edition; 4.3 Analyzing and Evaluating Major Issues	Student Edition, page(s) 58-60
			Student/Teacher	Activity	9781531137175 9781531149284	186	Student Edition; Research Online #3	Student Edition, page(s) 186
			Student/Teacher	Activity	9781531137175 9781531149284	70	Student Edition; Apply Key Ideas #2	Student Edition, page(s) 70
			Student/Teacher	Narrative	9781531137175 9781531149284	385	Student Edition; Key Point	Student Edition, page(s) 385
			Student/Teacher	Activity	9781531137175 9781531149284	386	Student Edition; Apply Key Ideas #3	Student Edition, page(s) 386
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	15	Student Edition; Paragraph before Key Point	Student Edition, page(s) 15
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition; Apply Key Ideas #4	Student Edition, page(s) 16
			Student/Teacher	Narrative	9781531137175 9781531149284	385	Student Edition; Key Point	Student Edition, page(s) 385
			Student/Teacher	Narrative	9781531137175 9781531149284	16	Student Edition; Key Ideas #5	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531137175 9781531149284	399	Student Edition; Apply Key Ideas #5	Student Edition, page(s) 399
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	20	Student Edition; The Formats of Competitive Debate: paragraph 1	Student Edition, page(s) 20
			Student/Teacher	Activity	9781531137175 9781531149284	70	Student Edition; Apply Key Ideas #3	Student Edition, page(s) 70
			Student/Teacher	Narrative	9781531137175 9781531149284	189	Student Edition; Determining the Type of Proposition: first paragraph	Student Edition, page(s) 189
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition; Applying Key Ideas #6	Student Edition, page(s) 185
			Student/Teacher	Narrative	9781531137175 9781531149284	60	Student Edition; Key Point	Student Edition, page(s) 60
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	20-21	Student Edition; Role of Each Debater; throughout the book students have opportunities to analyze and use each debate format.	Student Edition, page(s) 20-21
			Student/Teacher	Activity	9781531137175 9781531149284	40	Student Edition; Research Online #1	Student Edition, page(s) 40
			Student/Teacher	Narrative	9781531137175 9781531149284	27	Student Edition; Key Point	Student Edition, page(s) 27
			Student/Teacher	Narrative	9781531137175 9781531149284	60	Student Edition; Key Point	Student Edition, page(s) 60
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition; Apply Key Ideas #2	Student Edition, page(s) 39
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	20-21	Student Edition; Role of Each Debate; throughout the book students have opportunities to analyze and use each debate format.	Student Edition, page(s) 20-21
			Student/Teacher	Activity	9781531137175 9781531149284	70	Student Edition; Apply Key Ideas #3	Student Edition, page(s) 70
			Student/Teacher	Narrative	9781531137175 9781531149284	27	Student Edition; Key Point	Student Edition, page(s) 27
			Student/Teacher	Narrative	9781531137175 9781531149284	60	Student Edition; Key Point	Student Edition, page(s) 60
			Student/Teacher	Narrative	9781531137175 9781531149284	68-69	Student Edition; 5.4 Adapting Competitive Formats for the Classroom	Student Edition, page(s) 68-69
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	190	Student Edition; Propositions of Value: paragraphs 1 and 2	Student Edition, page(s) 190
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition; Apply Key Ideas #2	Student Edition, page(s) 198
			Student/Teacher	Narrative	9781531137175 9781531149284	210	Student Edition; 1st full paragraph of col 2	Student Edition, page(s) 210
			Student/Teacher	Narrative	9781531137175 9781531149284	29	Student Edition; Proposition of Value: paragraph 1	Student Edition, page(s) 29

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Student/Teacher	Narrative	9781531137175 9781531149284	40	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 40
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	208	Student Edition: First paragraph	Student Edition, page(s) 208
			Student/Teacher	Activity	9781531137175 9781531149284	223	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 223
			Student/Teacher	Narrative	9781531137175 9781531149284	105	Student Edition: Argumentation for Propositions of Fact, Value, Problem, and Policy, paragraph 1	Student Edition, page(s) 105
			Student/Teacher	Activity	9781531137175 9781531149284	114	Student Edition: Apply Key Ideas #1D	Student Edition, page(s) 114
			Student/Teacher	Narrative	9781531137175 9781531149284	30	Student Edition: Key Point	Student Edition, page(s) 30
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	208	Student Edition: First paragraph	Student Edition, page(s) 208
			Student/Teacher	Activity	9781531137175 9781531149284	328	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 328
			Student/Teacher	Narrative	9781531137175 9781531149284	105	Student Edition: Argumentation for Propositions of Fact, Value, Problem, and Policy, paragraph 1	Student Edition, page(s) 105
			Student/Teacher	Activity	9781531137175 9781531149284	114	Student Edition: Apply Key Ideas #1D	Student Edition, page(s) 114
			Student/Teacher	Narrative	9781531137175 9781531149284	406	Student Edition: last paragraph	Student Edition, page(s) 406
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	8-9	Student Edition: Paragraphs 1-3 and On File	Student Edition, page(s) 8-9
			Student/Teacher	Activity	9781531137175 9781531149284	116	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 116
			Student/Teacher	Activity	9781531137175 9781531149284	61	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531137175 9781531149284	9	Student Edition: Analyze a Source	Student Edition, page(s) 9
			Student/Teacher	Narrative	9781531137175 9781531149284	362	Student Edition: Virtue ethics (first complete paragraph)	Student Edition, page(s) 362
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	166-167	Student Edition: Core and Instrumental Values in Values Propositions, paragraph 1	Student Edition, page(s) 166-167
			Student/Teacher	Activity	9781531137175 9781531149284	171	Student Edition: Research Online #2	Student Edition, page(s) 171
			Student/Teacher	Activity	9781531137175 9781531149284	61	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531137175 9781531149284	116	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 116
			Student/Teacher	Narrative	9781531137175 9781531149284	361-363	Student Edition: Notably first full paragraph	Student Edition, page(s) 361-363
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	276	Student Edition: paragraphs 1-4	Student Edition, page(s) 276
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 198
			Student/Teacher	Narrative	9781531137175 9781531149284	191-192	Student Edition: Framework and Criterion in Lincoln-Douglas Debate: paragraph 2	Student Edition, page(s) 191-192
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 198
			Student/Teacher	Narrative	9781531137175 9781531149284	29	Student Edition: bulleted list and paragraph preceding it	Student Edition, page(s) 29
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	191-192	Student Edition: Framework and Criterion in Lincoln-Douglas Debate: paragraph 2	Student Edition, page(s) 191-192
			Student/Teacher	Activity	9781531137175 9781531149284	199	Student Edition: Online Research	Student Edition, page(s) 199
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 198
			Student/Teacher	Narrative	9781531137175 9781531149284	105	Student Edition: Argumentation for Propositions of Fact, Value, Problem, and Policy, paragraph 1	Student Edition, page(s) 105
			Student/Teacher	Narrative	9781531137175 9781531149284	363-364	Student Edition: Selecting Value Criteria	Student Edition, page(s) 363-364
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	210-211	Student Edition: Last paragraph, plus example in text box	Student Edition, page(s) 210-211
			Student/Teacher	Activity	9781531137175 9781531149284	199	Student Edition: Online Research	Student Edition, page(s) 199
			Student/Teacher	Activity	9781531137175 9781531149284	272	Student Edition: Research Online #3	Student Edition, page(s) 272

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Student/Teacher	Narrative	9781531137175 9781531149284	30	Student Edition: Key Point	Student Edition, page(s) 30
			Student/Teacher	Activity	9781531137175 9781531149284	286	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 286
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	172-184	Student Edition: Chapter 12, Constructing the Policy Affirmative Case	Student Edition, page(s) 172-184
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 185
			Student/Teacher	Narrative	9781531137175 9781531149284	188-197	Student Edition: Chapter 13, Case Construction for Non-Policy Debates	Student Edition, page(s) 188-197
			Student/Teacher	Narrative	9781531137175 9781531149284	406	Student Edition: Constructing a World Schools Debate	Student Edition, page(s) 406
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #3, #5	Student Edition, page(s) 198
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	240-260	Student Edition: Chapter 16, Developing a Negative Position in Policy Debate and Key Point 260	Student Edition, page(s) 240-260
			Student/Teacher	Activity	9781531137175 9781531149284	237	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 237
			Student/Teacher	Narrative	9781531137175 9781531149284	274	Student Edition: 18.1 Preparing Negative Lincoln-Douglas cases	Student Edition, page(s) 274
			Student/Teacher	Narrative	9781531137175 9781531149284	276	Student Edition: Last paragraph before Key Point	Student Edition, page(s) 276
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 198
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	175-177	Student Edition: Sample Affirmative Brief: paragraph, plus brief	Student Edition, page(s) 175-177
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 185
			Student/Teacher	Narrative	9781531137175 9781531149284	178-179	Student Edition: Layout of the Plan and Stock Issues: paragraph, plus outline	Student Edition, page(s) 178-179
			Student/Teacher	Narrative	9781531137175 9781531149284	179-182	Student Edition: An Outline of a Comparative Advantage Case: paragraph, plus outline	Student Edition, page(s) 179-182
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 198
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	277-278	Student Edition: Strategies for Negative Refutation in Lincoln-Douglas Debate	Student Edition, page(s) 277-278
			Student/Teacher	Activity	9781531137175 9781531149284	237	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 237
			Student/Teacher	Narrative	9781531137175 9781531149284	264	Student Edition: Counterplans	Student Edition, page(s) 264
			Student/Teacher	Narrative	9781531137175 9781531149284	267	Student Edition: Kwikis	Student Edition, page(s) 267
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 198
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	167	Student Edition: Criteria for Judging Values: paragraph 2	Student Edition, page(s) 167
			Student/Teacher	Activity	9781531137175 9781531149284	285	Student Edition: Apply Key Ideas #3c	Student Edition, page(s) 285
			Student/Teacher	Narrative	9781531137175 9781531149284	191-192	Student Edition: Framework and Criterion in Lincoln-Douglas Debate: paragraph 2	Student Edition, page(s) 191-192
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 198
			Student/Teacher	Narrative	9781531137175 9781531149284	405	Student Edition: Speaker Responsibilities: 1st paragraph	Student Edition, page(s) 405
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	190	Student Edition: Propositions of Value: paragraph 1	Student Edition, page(s) 190
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 198
			Student/Teacher	Narrative	9781531137175 9781531149284	323	Student Edition: End of column 1	Student Edition, page(s) 323
			Student/Teacher	Narrative	9781531137175 9781531149284	360-361	Student Edition: 23.3 Philosophers and Value Debate	Student Edition, page(s) 360-361
			Student/Teacher	Activity	9781531137175 9781531149284	366	Student Edition: Apply Key Ideas #7, #4	Student Edition, page(s) 366
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	190	Student Edition: Propositions of Value: paragraph 1	Student Edition, page(s) 190
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 198

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Student/Teacher	Narrative	9781531137175 9781531149284	281-282	Student Edition: Last paragraph before Speaker Responsibilities	Student Edition, page(s) 281-282
			Student/Teacher	Activity	9781531137175 9781531149284	367	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 367
			Student/Teacher	Narrative	9781531137175 9781531149284	322-323	Student Edition: The Second Affirmative Rebuttal, The Negative Rebuttal	Student Edition, page(s) 322-323
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	158-165	Student Edition: 11.3 Issues and Stock Issues	Student Edition, page(s) 158-165
			Student/Teacher	Activity	9781531137175 9781531149284	223	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 223
			Student/Teacher	Activity	9781531137175 9781531149284	169	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 169
			Student/Teacher	Narrative	9781531137175 9781531149284	178	Student Edition: 12.6 Layout of the Plan and Stock Issues	Student Edition, page(s) 178
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 185
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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 case construction and refutation	Student/Teacher	Narrative	9781531137175 9781531149284	241-242	Student Edition: Overview of the Negative Position: Last paragraph and Key Point box	Student Edition, page(s) 241-242
			Student/Teacher	Activity	9781531137175 9781531149284	237-238	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 237-238
			Student/Teacher	Narrative	9781531137175 9781531149284	264	Student Edition: Paragraph before Key Point	Student Edition, page(s) 264
			Student/Teacher	Narrative	9781531137175 9781531149284	242-256	Student Edition: 16.2 Topicality, 16.3 Disadvantages, 16.4 Significance/Harms, 16.5 Other Negative Strategies	Student Edition, page(s) 242-256
			Student/Teacher	Activity	9781531137175 9781531149284	262	Student Edition: Research Online #2	Student Edition, page(s) 262
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	235	Student Edition: paragraph 2	Student Edition, page(s) 235
			Student/Teacher	Activity	9781531137175 9781531149284	237-238	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 237-238
			Student/Teacher	Narrative	9781531137175 9781531149284	235	Student Edition: Key Point box	Student Edition, page(s) 235
			Student/Teacher	Narrative	9781531137175 9781531149284	241-242	Student Edition: Last paragraph before Key Point box	Student Edition, page(s) 241-242
			Student/Teacher	Activity	9781531137175 9781531149284	262	Student Edition: Research Online #2	Student Edition, page(s) 262
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	175	Student Edition: Developing the Case: paragraphs 1.2.3	Student Edition, page(s) 175
			Student/Teacher	Activity	9781531137175 9781531149284	169	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 169
			Student/Teacher	Narrative	9781531137175 9781531149284	202	Student Edition: flow chart	Student Edition, page(s) 202
			Student/Teacher	Narrative	9781531137175 9781531149284	179-181	Student Edition: An Outline of a Comparative Advantage Case: paragraph, plus outline	Student Edition, page(s) 179-181
			Student/Teacher	Activity	9781531137175 9781531149284	170	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 170
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	258-260	Student Edition: Constructing a Negative Position and Key Point	Student Edition, page(s) 258-260
			Student/Teacher	Activity	9781531137175 9781531149284	261	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 261
			Student/Teacher	Narrative	9781531137175 9781531149284	245-246	Student Edition: Extra Topicality of Plans: paragraph 1	Student Edition, page(s) 245-246
			Student/Teacher	Narrative	9781531137175 9781531149284	248-257	Student Edition: Each section (16.3, 16.4, 16.5) offers different strategies	Student Edition, page(s) 248-257
			Student/Teacher	Activity	9781531137175 9781531149284	261	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 261
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	173-174	Student Edition: Last paragraph on 173 up to Key Point on page 174, including chart	Student Edition, page(s) 173-174
			Student/Teacher	Activity	9781531137175 9781531149284	224	Student Edition: Apply Key Ideas #13	Student Edition, page(s) 224
			Student/Teacher	Narrative	9781531137175 9781531149284	175	Student Edition: First full paragraph in column 2	Student Edition, page(s) 175
			Student/Teacher	Narrative	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 198
			Student/Teacher	Activity	9781531137175 9781531149284	34	Student Edition: Key Point	Student Edition, page(s) 34
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	253	Student Edition: Other Negative Strategies	Student Edition, page(s) 253

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 198
			Student/Teacher	Narrative	9781531137175 9781531149284	245-246	Student Edition: Extra Topicality of Plans: first full paragraph	Student Edition, page(s) 245-246
			Student/Teacher	Activity	9781531137175 9781531149284	237-238	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 237-238
			Student/Teacher	Activity	9781531137175 9781531149284	261	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 261
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	92-97	Student Edition: 7.6 Briefing through Key Point	Student Edition, page(s) 92-97
			Student/Teacher	Activity	9781531137175 9781531149284	261	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 261
			Student/Teacher	Narrative	9781531137175 9781531149284	245	Student Edition: Key Point box	Student Edition, page(s) 245
			Student/Teacher	Narrative	9781531137175 9781531149284	247-248	Student Edition: Last paragraph and example in text box	Student Edition, page(s) 247-248
			Student/Teacher	Activity	9781531137175 9781531149284	261	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 261
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	165-166	Student Edition: Paradigms: 5 paragraphs	Student Edition, page(s) 165-166
			Student/Teacher	Activity	9781531137175 9781531149284	169	Student Edition: Apply Key Ideas #7	Student Edition, page(s) 169
			Student/Teacher	Narrative	9781531137175 9781531149284	135-136	Student Edition: Judge Adaptation	Student Edition, page(s) 135-136
			Student/Teacher	Narrative	9781531137175 9781531149284	322	Student Edition: The Second Affirmative Rebuttal	Student Edition, page(s) 322
			Student/Teacher	Activity	9781531137175 9781531149284	271	Student Edition: Apply Key Ideas #7	Student Edition, page(s) 271
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	165-166	Student Edition: Paradigms: 5 paragraphs	Student Edition, page(s) 165-166
			Student/Teacher	Activity	9781531137175 9781531149284	169	Student Edition: Apply Key Ideas #7	Student Edition, page(s) 169
			Student/Teacher	Narrative	9781531137175 9781531149284	135-136	Student Edition: Judge Adaptations	Student Edition, page(s) 135-136
			Student/Teacher	Narrative	9781531137175 9781531149284	322	Student Edition: The Second Affirmative Rebuttal (mid-paragraph)	Student Edition, page(s) 322
			Student/Teacher	Activity	9781531137175 9781531149284	271	Student Edition: Apply Key Ideas #7	Student Edition, page(s) 271
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	108-111	Student Edition: 8.8 Types of Reasoning	Student Edition, page(s) 108-111
			Student/Teacher	Activity	9781531137175 9781531149284	115	Student Edition: In the Media	Student Edition, page(s) 115
			Student/Teacher	Narrative	9781531137175 9781531149284	125	Student Edition: Key Point	Student Edition, page(s) 125
			Student/Teacher	Activity	9781531137175 9781531149284	131	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 131
			Student/Teacher	Narrative	9781531137175 9781531149284	336	Student Edition: Key Point	Student Edition, page(s) 336
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	108-111	Student Edition: Types of Reasoning	Student Edition, page(s) 108-111
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #3.V	Student Edition, page(s) 185
			Student/Teacher	Narrative	9781531137175 9781531149284	102-105	Student Edition: 8.1 Three Steps of Argumentation, 8.2 The Importance of Logical Analysis, 8.3 The Structure of an Argument (note 2nd para. d & l)	Student Edition, page(s) 102-105
			Student/Teacher	Narrative	9781531137175 9781531149284	125	Student Edition: Key Point	Student Edition, page(s) 125
			Student/Teacher	Activity	9781531137175 9781531149284	131	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 131
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	111-113	Student Edition: 8.9 Fallacies: paragraph and Key Point	Student Edition, page(s) 111-113
			Student/Teacher	Activity	9781531137175 9781531149284	111	Student Edition: Watch 8	Student Edition, page(s) 111
			Student/Teacher	Activity	9781531137175 9781531149284	114	Student Edition: Apply Key Ideas #1C	Student Edition, page(s) 114
			Student/Teacher	Narrative	9781531137175 9781531149284	336	Student Edition: Key Point	Student Edition, page(s) 336
			Student/Teacher	Narrative	9781531137175 9781531149284	345	Student Edition: Research Online 2.b	Student Edition, page(s) 345
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs	
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	102-103	Student Edition: 8.1-8.2, note 2nd paragraph of 8.1	Student Edition, page(s) 102-103	
			Student/Teacher	Activity	9781531137175 9781531149284	115	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 115	
			Student/Teacher	Narrative	9781531137175 9781531149284	108-111	Student Edition: Types of Reasoning: At the end of each type, a paragraph explains how to check validity.	Student Edition, page(s) 108-111	
			Student/Teacher	Activity	9781531137175 9781531149284	115	Student Edition: Research Online #2	Student Edition, page(s) 115	
			Student/Teacher	Narrative	9781531137175 9781531149284	336	Student Edition: 1st complete paragraph, 2nd col. and Key Point	Student Edition, page(s) 336	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	256	Student Edition: Argue Affirmative Evidence	Student Edition, page(s) 256	
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #3V	Student Edition, page(s) 185	
			Student/Teacher	Narrative	9781531137175 9781531149284	102	Student Edition: Three Steps of Argumentation: paragraph 2	Student Edition, page(s) 102	
			Student/Teacher	Narrative	9781531137175 9781531149284	257	Student Edition: paragraph above 16.6	Student Edition, page(s) 257	
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 185	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	106	Student Edition: Tests of Relevance	Student Edition, page(s) 106	
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #3V	Student Edition, page(s) 185	
			Student/Teacher	Narrative	9781531137175 9781531149284	111	Student Edition: Key Point	Student Edition, page(s) 111	
			Student/Teacher	Narrative	9781531137175 9781531149284	336	Student Edition: 1st complete paragraph, 2nd col. and Key Point	Student Edition, page(s) 336	
			Student/Teacher	Activity	9781531137175 9781531149284	344	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 344	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	203	Student Edition: Second paragraph under 14.2	Student Edition, page(s) 203	
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #3V	Student Edition, page(s) 185	
			Student/Teacher	Narrative	9781531137175 9781531149284	111	Student Edition: Key Point	Student Edition, page(s) 111	
			Student/Teacher	Narrative	9781531137175 9781531149284	106	Student Edition: Tests of Relevance	Student Edition, page(s) 106	
			Student/Teacher	Activity	9781531137175 9781531149284	186	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 186	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	277	Student Edition: Last full paragraph before 18.3	Student Edition, page(s) 277	
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 198	
			Student/Teacher	Narrative	9781531137175 9781531149284	192	Student Edition: Last full paragraph of column 1	Student Edition, page(s) 192	
			Student/Teacher	Activity	9781531137175 9781531149284	270	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 270	
			Student/Teacher	Narrative	9781531137175 9781531149284	276	Student Edition: Key Point	Student Edition, page(s) 276	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	355	Student Edition: Last paragraph	Student Edition, page(s) 355	
			Student/Teacher	Activity	9781531137175 9781531149284	286	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 286	
			Student/Teacher	Narrative	9781531137175 9781531149284	192	Student Edition: Last full paragraph of column 1	Student Edition, page(s) 192	
			Student/Teacher	Activity	9781531137175 9781531149284	270	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 270	
			Student/Teacher	Narrative	9781531137175 9781531149284	324	Student Edition: Key Point	Student Edition, page(s) 324	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					
(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	Student/Teacher	Narrative	9781531137175 9781531149284	355	Student Edition: Last paragraph	Student Edition, page(s) 355	
			Student/Teacher	Activity	9781531137175 9781531149284	286	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 286	
			Student/Teacher	Narrative	9781531137175 9781531149284	192	Student Edition: Last full paragraph of column 1	Student Edition, page(s) 192	
			Student/Teacher	Activity	9781531137175 9781531149284	270	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 270	
			Student/Teacher	Narrative	9781531137175 9781531149284	324	Student Edition: Key Point	Student Edition, page(s) 324	
			Teacher Only	Narrative					
			Teacher Only	Activity					
			Teacher Only	None					
			Teacher Only	None					
			Teacher Only	None					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	76-77	Student Edition: Key Point box, plus Sources on the Internet	Student Edition, page(s) 76-77
			Student/Teacher	Activity	9781531137175 9781531149284	49	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 49
			Student/Teacher	Activity	9781531137175 9781531149284	50	Student Edition: Debate Across the Curriculum: Science	Student Edition, page(s) 50
			Student/Teacher	Activity	9781531137175 9781531149284	80	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 80
			Student/Teacher	Narrative	9781531137175 9781531149284	46	Student Edition: Internet Ethics	Student Edition, page(s) 46
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	75-76	Student Edition: Developing a Print Research Strategy, plus Key Point box	Student Edition, page(s) 75-76
			Student/Teacher	Activity	9781531137175 9781531149284	50	Student Edition: Debate Across the Curriculum: Science	Student Edition, page(s) 50
			Student/Teacher	Activity	9781531137175 9781531149284	80	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 80
			Student/Teacher	Narrative	9781531137175 9781531149284	90	Student Edition: Processing Evidence: paragraphs 1 and 2	Student Edition, page(s) 90
			Student/Teacher	Narrative	9781531137175 9781531149284	296	Student Edition: Top of column 1	Student Edition, page(s) 296
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	46	Student Edition: Internet Ethics	Student Edition, page(s) 46
			Student/Teacher	Activity	9781531137175 9781531149284	49	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 49
			Student/Teacher	Activity	9781531137175 9781531149284	50	Student Edition: Debate Across the Curriculum: Science	Student Edition, page(s) 50
			Student/Teacher	Narrative	9781531137175 9781531149284	90	Student Edition: Processing Evidence: paragraphs 1 and 2	Student Edition, page(s) 90
			Student/Teacher	Activity	9781531137175 9781531149284	80	Student Edition: Apply Key Ideas #4-5	Student Edition, page(s) 80
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	83-84	Student Edition: Types of Research, note first para of 7.1	Student Edition, page(s) 83-84
			Student/Teacher	Activity	9781531137175 9781531149284	50	Student Edition: Debate Across the Curriculum: Science	Student Edition, page(s) 50
			Student/Teacher	Narrative	9781531137175 9781531149284	90	Student Edition: Processing Evidence: paragraphs 1 and 2	Student Edition, page(s) 90
			Student/Teacher	Narrative	9781531137175 9781531149284	75-76	Student Edition: Developing a Print Research Strategy, plus Key Point box	Student Edition, page(s) 75-76
			Student/Teacher	Activity	9781531137175 9781531149284	80	Student Edition: Apply Key Ideas #4-5	Student Edition, page(s) 80
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	106-108	Student Edition: Tests of Evidence and Key Point	Student Edition, page(s) 106-108
			Student/Teacher	Activity	9781531137175 9781531149284	100	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 100
			Student/Teacher	Narrative	9781531137175 9781531149284	203	Student Edition: Step One: Identify Key Issues	Student Edition, page(s) 203
			Student/Teacher	Activity	9781531137175 9781531149284	223	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 223
			Student/Teacher	Narrative	9781531137175 9781531149284	85	Student Edition: Last full paragraph, plus chart	Student Edition, page(s) 85
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	85	Student Edition: Last full paragraph, plus chart	Student Edition, page(s) 85
			Student/Teacher	Activity	9781531137175 9781531149284	100	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 100
			Student/Teacher	Narrative	9781531137175 9781531149284	203	Student Edition: Step One: Identify Key Issues	Student Edition, page(s) 203
			Student/Teacher	Activity	9781531137175 9781531149284	225	Student Edition: Research Online #2	Student Edition, page(s) 225
			Student/Teacher	Activity	9781531137175 9781531149284	318	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 318
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	73	Student Edition: Ethical Research Guidelines	Student Edition, page(s) 73
			Student/Teacher	Activity	9781531137175 9781531149284	99	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 99
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 185
			Student/Teacher	Narrative	9781531137175 9781531149284	295	Student Edition: Extending Issues: paragraph 1	Student Edition, page(s) 295
			Student/Teacher	Narrative	9781531137175 9781531149284	90	Student Edition: Key Point and Source Citations	Student Edition, page(s) 90

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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 organizing information	Student/Teacher	Narrative	9781531131715 9781531149284	92-94	Student Edition: Filing Evidence (1st paragraph and following) and Briefing	Student Edition, page(s) 90-94
			Student/Teacher	Activity	9781531131715 9781531149284	96	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 96
			Student/Teacher	Narrative	9781531131715 9781531149284	175-177	Student Edition: A Sample Affirmative Brief: paragraph and sample brief	Student Edition, page(s) 175-177
			Student/Teacher	Narrative	9781531131715 9781531149284	235-236	Student Edition: Negative Bloc	Student Edition, page(s) 235-236
			Student/Teacher	Activity	9781531131715 9781531149284	223	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 223
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531131715 9781531149284	47-48	Student Edition: Last paragraph of 47 through table with bulleted list	Student Edition, page(s) 47-48
			Student/Teacher	Activity	9781531131715 9781531149284	49	Student Edition: Research Online #1	Student Edition, page(s) 49
			Student/Teacher	Narrative	9781531131715 9781531149284	397	Student Edition: Rules of Evidence	Student Edition, page(s) 397
			Student/Teacher	Narrative	9781531131715 9781531149284	73	Student Edition: Ethical research guidelines	Student Edition, page(s) 73
			Student/Teacher	Activity	9781531131715 9781531149284	81	Student Edition: Research Online #9	Student Edition, page(s) 81
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531131715 9781531149284	48	Student Edition: Table with bulleted list	Student Edition, page(s) 48
			Student/Teacher	Activity	9781531131715 9781531149284	49	Student Edition: Research Online #1	Student Edition, page(s) 49
			Student/Teacher	Narrative	9781531131715 9781531149284	418	Student Edition: List in text box	Student Edition, page(s) 418
			Student/Teacher	Activity	9781531131715 9781531149284	89	Student Edition: On File	Student Edition, page(s) 89
			Student/Teacher	Activity	9781531131715 9781531149284	81	Student Edition: Research Online #9	Student Edition, page(s) 81
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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]	Student/Teacher	Narrative	9781531131715 9781531149284	158	Student Edition: Role and Responsibilities of the Affirmative Case: paragraph 1	Student Edition, page(s) 158
			Student/Teacher	Activity	9781531131715 9781531149284	186	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531131715 9781531149284	207-208	Student Edition: Introduction: First paragraph	Student Edition, page(s) 207-208
			Student/Teacher	Activity	9781531131715 9781531149284	171	Student Edition: Reflect on the Essential Question	Student Edition, page(s) 171
			Student/Teacher	Activity	9781531131715 9781531149284	120	Student Edition: Organizing the Flowsheet and Key Point box	Student Edition, page(s) 120
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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]	Student/Teacher	Narrative	9781531131715 9781531149284	236	Student Edition: Negative Position	Student Edition, page(s) 236
			Student/Teacher	Activity	9781531131715 9781531149284	132	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 132
			Student/Teacher	Narrative	9781531131715 9781531149284	120	Student Edition: Organizing the Flowsheet and Key Point box	Student Edition, page(s) 120
			Student/Teacher	Narrative	9781531131715 9781531149284	233	Student Edition: Introduction to the Negative: paragraphs 1 and 2	Student Edition, page(s) 233
			Student/Teacher	Activity	9781531131715 9781531149284	261	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 261
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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]	Student/Teacher	Narrative	9781531131715 9781531149284	158	Student Edition: Role and Responsibilities of the Affirmative Case: paragraph 2	Student Edition, page(s) 158
			Student/Teacher	Activity	9781531131715 9781531149284	186	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 186
			Student/Teacher	Activity	9781531131715 9781531149284	171	Student Edition: Reflect on the Essential Question	Student Edition, page(s) 171
			Student/Teacher	Narrative	9781531131715 9781531149284	207-208	Student Edition: Introduction: First paragraph	Student Edition, page(s) 207-208
			Student/Teacher	Activity	9781531131715 9781531149284	120	Student Edition: Organizing the Flowsheet and Key Point box	Student Edition, page(s) 120
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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]	Student/Teacher	Narrative	9781531131715 9781531149284	236	Student Edition: Negative Position	Student Edition, page(s) 236
			Student/Teacher	Activity	9781531131715 9781531149284	132	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 132
			Student/Teacher	Narrative	9781531131715 9781531149284	313	Student Edition: First Negative Rebuttal	Student Edition, page(s) 313
			Student/Teacher	Narrative	9781531131715 9781531149284	233	Student Edition: Introduction to the Negative: paragraphs 1 and 2	Student Edition, page(s) 233

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Student/Teacher	Activity	9781531137175 9781531149284	261	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 261
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	158-159	Student Edition: Final paragraph of 158 through Key Point	Student Edition, page(s) 158-159
			Student/Teacher	Activity	9781531137175 9781531149284	169	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 169
			Student/Teacher	Narrative	9781531137175 9781531149284	173-174	Student Edition: Selecting Arguments for an Affirmative Case	Student Edition, page(s) 173-174
			Student/Teacher	Narrative	9781531137175 9781531149284	235	Student Edition: 2nd paragraph of 15.2	Student Edition, page(s) 235
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 185
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	173-174	Student Edition: Final paragraph of 173 and chart on 174	Student Edition, page(s) 173-174
			Student/Teacher	Activity	9781531137175 9781531149284	169	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 169
			Student/Teacher	Activity	9781531137175 9781531149284	186	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531137175 9781531149284	175-177	Student Edition: Final paragraph of 175 and the brief that follows	Student Edition, page(s) 175-177
			Student/Teacher	Narrative	9781531137175 9781531149284	181-182	Student Edition: Outline and paragraphs immediately before and after	Student Edition, page(s) 181-182
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	175	Student Edition: Sample Affirmative Brief, paragraph, plus brief	Student Edition, page(s) 175
			Student/Teacher	Activity	9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 185
			Student/Teacher	Narrative	9781531137175 9781531149284	178-179	Student Edition: Layout of the Plan and Stock Issues: paragraph, plus outline	Student Edition, page(s) 178-179
			Student/Teacher	Narrative	9781531137175 9781531149284	179-181	Student Edition: An Outline of a Comparative Advantage Case: paragraph, plus outline	Student Edition, page(s) 179-181
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 198
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	105-106	Student Edition: Negative Team Applications of Toulmin	Student Edition, page(s) 105-106
			Student/Teacher	Activity	9781531137175 9781531149284	238	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 238
			Student/Teacher	Activity	9781531137175 9781531149284	237	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 237
			Student/Teacher	Activity	9781531137175 9781531149284	238	Student Edition: Research Online	Student Edition, page(s) 238
			Student/Teacher	Narrative	9781531137175 9781531149284	236	Student Edition: Negative Position	Student Edition, page(s) 236
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	118	Student Edition: Last paragraph	Student Edition, page(s) 118
			Student/Teacher	Activity	9781531137175 9781531149284	131	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 131
			Student/Teacher	Narrative	9781531137175 9781531149284	279	Student Edition: Tests of Evidence and Fallacies in Lincoln-Douglas Debate: paragraph 2	Student Edition, page(s) 279
			Student/Teacher	Activity	9781531137175 9781531149284	151	Student Edition: Unit 1 Project, 2nd paragraph	Student Edition, page(s) 151
			Student/Teacher	Narrative	9781531137175 9781531149284	335	Student Edition: Listen Critically	Student Edition, page(s) 335
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	118-119	Student Edition: Last paragraph/first paragraph	Student Edition, page(s) 118-119
			Student/Teacher	Activity	9781531137175 9781531149284	131	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 131
			Student/Teacher	Narrative	9781531137175 9781531149284	125	Student Edition: Key Point	Student Edition, page(s) 125
			Student/Teacher	Activity	9781531137175 9781531149284	132	Student Edition: In the Media #1	Student Edition, page(s) 132
			Student/Teacher	Narrative	9781531137175 9781531149284	297	Student Edition: Attacking Negative Evidence	Student Edition, page(s) 297
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	277	Student Edition: First paragraph of 18.3	Student Edition, page(s) 277
			Student/Teacher	Activity	9781531137175 9781531149284	261	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 261
			Student/Teacher	Narrative	9781531137175 9781531149284	106	Student Edition: Tests of Evidence	Student Edition, page(s) 106

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Student/Teacher	Activity	9781531137175 9781531149284	309	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 309
			Student/Teacher	Narrative	9781531137175 9781531149284	233	Student Edition: 15.1 second paragraph	Student Edition, page(s) 233
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	295–308	Student Edition: Chapter 19: Each main section analyzes a different approach. Note last paragraph of Talk About It on p. 295.	Student Edition, page(s) 295–308
			Student/Teacher	Activity	9781531137175 9781531149284	309	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 309
			Student/Teacher	Narrative	9781531137175 9781531149284	105–108	Student Edition: Affirmative Team Applications of Toulmin: end of paragraph, and Tests of Evidence.	Student Edition, page(s) 105–108
			Student/Teacher	Narrative	9781531137175 9781531149284	314	Student Edition: 20.3 First Affirmative Rebuttal	Student Edition, page(s) 314
			Student/Teacher	Activity	9781531137175 9781531149284	238	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 238
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	277	Student Edition: First paragraph of 18.3	Student Edition, page(s) 277
			Student/Teacher	Activity	9781531137175 9781531149284	238	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 238
			Student/Teacher	Narrative	9781531137175 9781531149284	314	Student Edition: Middle of top paragraph	Student Edition, page(s) 314
			Student/Teacher	Narrative	9781531137175 9781531149284	296	Student Edition: 2nd para under Organize and be bear and	Student Edition, page(s) 296
			Student/Teacher	Activity	9781531137175 9781531149284	261	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 261
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	296	Student Edition: Key Point and following two paragraphs	Student Edition, page(s) 296
			Student/Teacher	Activity	9781531137175 9781531149284	238	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 238
			Student/Teacher	Narrative	9781531137175 9781531149284	106	Student Edition: Tests of Evidence	Student Edition, page(s) 106
			Student/Teacher	Activity	9781531137175 9781531149284	309	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 309
			Student/Teacher	Narrative	9781531137175 9781531149284	302	Student Edition: Defending Topicality	Student Edition, page(s) 302
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	331–341	Student Edition: 22.2 through Key Point	Student Edition, page(s) 331–341
			Student/Teacher	Activity	9781531137175 9781531149284	132	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 132
			Student/Teacher	Narrative	9781531137175 9781531149284	419	Student Edition: Cross-Examination	Student Edition, page(s) 419
			Student/Teacher	Activity	9781531137175 9781531149284	409	Student Edition: Research Online #2	Student Edition, page(s) 409
			Student/Teacher	Narrative	9781531137175 9781531149284	103	Student Edition: column 2	Student Edition, page(s) 103
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	331–341	Student Edition: 22.2 through Key Point	Student Edition, page(s) 331–341
			Student/Teacher	Activity	9781531137175 9781531149284	344	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 344
			Student/Teacher	Narrative	9781531137175 9781531149284	419	Student Edition: Cross-Examination	Student Edition, page(s) 419
			Student/Teacher	Narrative	9781531137175 9781531149284	108	Student Edition: Tests for Studies section	Student Edition, page(s) 108
			Student/Teacher	Activity	9781531137175 9781531149284	422	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 422
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	335–336	Student Edition: Utilize Cross-Examination Material	Student Edition, page(s) 335–336
			Student/Teacher	Activity	9781531137175 9781531149284	344	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 344
			Student/Teacher	Narrative	9781531137175 9781531149284	336	Student Edition: Strategic Uses of Questions, esp. paragraph 3	Student Edition, page(s) 336
			Student/Teacher	Narrative	9781531137175 9781531149284	419	Student Edition: Top of column two	Student Edition, page(s) 419
			Student/Teacher	Activity	9781531137175 9781531149284	422	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 422
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	134	Student Edition: General Guidelines for Delivery	Student Edition, page(s) 134
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 145

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Student/Teacher	Narrative	9781531137175 9781531149284	135	Student Edition: Key Point	Student Edition, page(s) 135
			Student/Teacher	Narrative	9781531137175 9781531149284	275	Student Edition: Last paragraph, first col.	Student Edition, page(s) 275
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 145
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(8) 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	Student/Teacher	Narrative	9781531137175 9781531149284	134	Student Edition: General Guidelines for Delivery	Student Edition, page(s) 134
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 145
			Student/Teacher	Narrative	9781531137175 9781531149284	135	Student Edition: Key Point	Student Edition, page(s) 135
			Student/Teacher	Narrative	9781531137175 9781531149284	315	Student Edition: 1st complete paragraph	Student Edition, page(s) 315
			Student/Teacher	Activity	9781531137175 9781531149284	286	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 286
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(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	Student/Teacher	Narrative	9781531137175 9781531149284	134	Student Edition: General Guidelines for Delivery	Student Edition, page(s) 134
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 145
			Student/Teacher	Narrative	9781531137175 9781531149284	135	Student Edition: Key Point	Student Edition, page(s) 135
			Student/Teacher	Narrative	9781531137175 9781531149284	136	Student Edition: Delivery for the Lay Judge	Student Edition, page(s) 136
			Student/Teacher	Activity	9781531137175 9781531149284	328	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 328
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	134	Student Edition: General Guidelines for Delivery	Student Edition, page(s) 134
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 145
			Student/Teacher	Narrative	9781531137175 9781531149284	135	Student Edition: Key Point	Student Edition, page(s) 135
			Student/Teacher	Narrative	9781531137175 9781531149284	321	Student Edition: 21.2 first paragraph	Student Edition, page(s) 321
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 145
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	134	Student Edition: General Guidelines for Delivery	Student Edition, page(s) 134
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 145
			Student/Teacher	Narrative	9781531137175 9781531149284	135	Student Edition: Key Point	Student Edition, page(s) 135
			Student/Teacher	Narrative	9781531137175 9781531149284	136	Student Edition: Delivery for the Lay Judge	Student Edition, page(s) 136
			Student/Teacher	Activity	9781531137175 9781531149284	318	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 318
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	134	Student Edition: General Guidelines for Delivery	Student Edition, page(s) 134
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 145
			Student/Teacher	Narrative	9781531137175 9781531149284	413	Student Edition: 1st paragraph, 2nd col.	Student Edition, page(s) 413
			Student/Teacher	Narrative	9781531137175 9781531149284	140	Student Edition: Gestures and Movement	Student Edition, page(s) 140
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 145
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	118	Student Edition: Flowing and Critical Listening: paragraph 2	Student Edition, page(s) 118
			Student/Teacher	Activity	9781531137175 9781531149284	151	Student Edition: Critical Listening for Understanding	Student Edition, page(s) 151
			Student/Teacher	Narrative	9781531137175 9781531149284	113	Student Edition: Key Point	Student Edition, page(s) 113
			Student/Teacher	Narrative	9781531137175 9781531149284	335	Student Edition: Listen Critically	Student Edition, page(s) 335
			Student/Teacher	Activity	9781531137175 9781531149284	286	Student Edition: In the Media	Student Edition, page(s) 286
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	125	Student Edition: Coordinating Flowcharts and Computers: paragraph 2	Student Edition, page(s) 125
			Student/Teacher	Activity	9781531137175 9781531149284	151	Student Edition: Critical Listening for Understanding	Student Edition, page(s) 151
			Student/Teacher	Narrative	9781531137175 9781531149284	118	Student Edition: Flowing and Critical Listening: paragraph 2	Student Edition, page(s) 118
			Student/Teacher	Activity	9781531137175 9781531149284	131	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 131
			Student/Teacher	Activity	9781531137175 9781531149284	344	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 344
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	46–47	Student Edition: Courtesy to the Opposing Team and Key Point box	Student Edition, page(s) 46–47
			Student/Teacher	Activity	9781531137175 9781531149284	50	Student Edition: Debate Across the Curriculum: Government	Student Edition, page(s) 50
			Student/Teacher	Narrative	9781531137175 9781531149284	47–48	Student Edition: last paragraph on 147 and chart of ethical guidelines	Student Edition, page(s) 47–48
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #7	Student Edition, page(s) 145
			Student/Teacher	Activity	9781531137175 9781531149284	388–399	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 388–399
			Teacher Only	Narrative				
Teacher Only	Activity							
Teacher Only	None							

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
			Teacher Only	None				
			Teacher Only	None				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(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	Student/Teacher	Narrative	9781531137175 9781531149284	46-47	Student Edition: Courtesy to the Opposing Team and Key Point box	Student Edition, page(s) 46-47
			Student/Teacher	Activity	9781531137175 9781531149284	50	Student Edition: Debate Across the Curriculum: Government or History	Student Edition, page(s) 50
			Teacher Only	None	9781531149284	140-141	Student Edition: Other Tips	Student Edition, page(s) 140-141
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #7	Student Edition, page(s) 145
			Student/Teacher	Activity	9781531137175 9781531149284	398-399	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 398-399
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	20	Student Edition: The Formats of Competitive Debate: paragraph 2	Student Edition, page(s) 20
			Student/Teacher	Activity	9781531137175 9781531149284	145	Student Edition: Apply Key Ideas #7	Student Edition, page(s) 145
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531137175 9781531149284	134	Student Edition: General Guidelines for Delivery: paragraph 1	Student Edition, page(s) 134
			Student/Teacher	Narrative	9781531137175 9781531149284	233	Student Edition: First full paragraph of column 2	Student Edition, page(s) 233
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	136	Student Edition: paragraph 3	Student Edition, page(s) 136
			Student/Teacher	Activity	9781531137175 9781531149284	146	Student Edition: In the Media	Student Edition, page(s) 146
			Student/Teacher	Activity	9781531137175 9781531149284	229	Student Edition: Unit Two Project, #1-3	Student Edition, page(s) 229
			Student/Teacher	Activity	9781531137175 9781531149284	291	Student Edition: Unit Three Project, #1-3	Student Edition, page(s) 291
			Student/Teacher	Narrative	9781531137175 9781531149284	326	Student Edition: Top of 2nd col	Student Edition, page(s) 326
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	136	Student Edition: paragraph 3	Student Edition, page(s) 136
			Student/Teacher	Activity	9781531137175 9781531149284	146	Student Edition: In the Media	Student Edition, page(s) 146
			Student/Teacher	Activity	9781531137175 9781531149284	229	Student Edition: Unit Two Project, #4-7	Student Edition, page(s) 229
			Student/Teacher	Activity	9781531137175 9781531149284	291	Student Edition: Unit Three Project, #4-7	Student Edition, page(s) 291
			Student/Teacher	Narrative	9781531137175 9781531149284	326	Student Edition: Top of 2nd col	Student Edition, page(s) 326
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	136	Student Edition: paragraph 3	Student Edition, page(s) 136
			Student/Teacher	Activity	9781531137175 9781531149284	381	Student Edition: In the Media	Student Edition, page(s) 381
			Student/Teacher	Narrative	9781531137175 9781531149284	37	Student Edition: Last paragraph before Types of Awards...	Student Edition, page(s) 37
			Student/Teacher	Activity	9781531137175 9781531149284	409	Student Edition: Research Online #1	Student Edition, page(s) 409
			Student/Teacher	Activity	9781531137175 9781531149284	409	Student Edition: Research Online #2	Student Edition, page(s) 409
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				
(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	Student/Teacher	Narrative	9781531137175 9781531149284	136	Student Edition: paragraph 3	Student Edition, page(s) 136
			Student/Teacher	Activity	9781531137175 9781531149284	381	Student Edition: In the Media	Student Edition, page(s) 381
			Student/Teacher	Narrative	9781531137175 9781531149284	37	Student Edition: Last paragraph before Types of Awards...	Student Edition, page(s) 37
			Student/Teacher	Activity	9781531137175 9781531149284	409	Student Edition: Research Online #1	Student Edition, page(s) 409
			Student/Teacher	Activity	9781531137175 9781531149284	409	Student Edition: Research Online #2	Student Edition, page(s) 409
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only	None				
			Teacher Only	None				