



Champion Press

Florida Curriculum Standards Correlations for Champion's Guide to Debate

Champion's Guide to Debate is an essential resource designed to empower students with the skills and confidence to excel in the art of debate. To further support educators in their mission to deliver impactful instruction, this guide demonstrates how the book aligns seamlessly with Florida's curriculum standards. From critical thinking and persuasive writing to public speaking and evidence-based reasoning, Champion's Guide to Debate provides students with real-world skills while meeting key educational benchmarks.

This document serves as a valuable tool for teachers, ensuring that classroom instruction remains both effective and standards-compliant to **Debate 1 – Course 1007330**.

ELA.10.R.2.2: Analyze the central idea(s) of historical American speeches and essays.

- Page 10: Introduces rhetorical principles by referencing key historical figures like Aristotle, which ties into analyzing central ideas
- Page 29: Activity to analyze President Abraham Lincoln's "Gettysburg Address" speech, with analysis of his approach to advocacy
- Page 31: Activity to analyze Dr. Martin Luther King Jr.'s "I Have a Dream" speech, with analysis of his approach to advocacy
- Page 36: Activity to analyze figurative devices utilized in the "I Have a Dream" and "Gettysburg Address" speeches
- Page 37: Exercise #1 prompts analysis of a speech from American history of the student's choosing
- Page 37: Exercise #4 prompts further analysis of the "I Have a Dream" speech
- Page 195: Discussion of how to logically organize arguments, reinforcing an understanding of central ideas

ELA.10.R.2.3: Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.

- Page 29: Activity to analyze President Abraham Lincoln's "Gettysburg Address" speech, with analysis of his approach to advocacy
- Page 30: Breakdown of frameworks for analyzing authorial intent
- Pages 31-33: Dr. King's "I Have a Dream" speech serves as an example of how authors make choices to achieve their purpose
- Page 240: Exercise #4 prompts research and analysis of historic debates between Abraham Lincoln and Stephen Douglas

ELA.10.R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

- Page 59: Explanation of the concepts of “valid” and “sound” in relation to argumentation
- Page 62: Activity prompting students to watch debates and compare arguments by speakers
- Page 69: Exercise #3 prompts students to watch more debates and compare arguments by the speakers
- Page 109: Prompts students to practice note-taking skills as a way to compare and track arguments during a debate
- Page 123: Discusses comparing opposing views in Congressional Debate, including watching a debate round and completing an activity about the various speeches and strategies
- Page 127: Provides examples and instructions of how to analyze counter-arguments
- Page 184: Prompts students to watch a Public Forum Debate round and take notes on the progression of arguments by each side in the debate
- Pages 216-217: Demonstration of how to evaluate effectiveness and validity of claims during rebuttals
- Page 239: Prompts students to watch a Lincoln-Douglas Debate round and take notes on the progression of arguments by each side in the debate
- Pages 390-394: Topic Analysis of a Public Forum topic offers ample opportunities to understand how opposing arguments on the same topic interact
- Pages 395-400: Topic Analysis of a Lincoln-Douglas topic offers ample opportunities to understand how opposing arguments on the same topic interact

ELA.10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

- Page 10: Define “forensics” through etymology
- Page 30: Highlights the origins of rhetorical terms like Ethos, Pathos, and Logos
- Page 84: Activity #2 prompts students to analyze key terms relating to debate to apply derivations to determine the meaning of words and phrases

ELA.9.C.1.3: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.

- Pages 61-62: Details writing techniques for structuring debate arguments including how to use evidence to support points

- Page 64: Activity to write arguments about news articles and current events
- Page 66: Explains considerations for writing structured arguments
- Pages 95-97: Activities #3, #4, #5, and #6 prompt students to create counter-arguments using evidence and reasoning
- Pages 129-130: Explains how to write Congressional Debate speeches, including an activity to write a speech
- Pages 138-140: Activity #4 prompts students to provide counter-arguments to arguments made by their peers
- Pages 192-194: Explains how to write Public Forum Debate speeches, including an activity to write a debate case
- Pages 195-197: Discusses tone, organization and transitions in written debate cases
- Page 200: Activity #2 prompts students to write a debate case
- Pages 284-287: Explains how to write Lincoln-Douglas Debate speeches, including an activity to write a debate case

ELA.9.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.

- Page 37: Activity #5 prompts students to give a speech and ask for feedback
- Page 67: Encourages iterative revisions to improve debate case clarity
- Page 138: Activity #1 prompts students to give a speech and ask for feedback
- Pages 221-225: Discusses collaborative editing for debate preparation and the need to accept feedback to consistently improve
- Page 214: Activity #4 prompts students to do a “Red Team” feedback drill
- Page 200: Activity #1 prompts students to give a speech and ask for feedback
- Page 280: Emphasizes the need to constantly revise debate materials based on feedback from peers and adults
- Page 296: Activity #1 prompts students to give a speech and ask for feedback
- Page 308: Activity #1 prompts students to give a speech and ask for feedback
- Page 354: Activity #1 prompts students to give a speech and ask for feedback

ELA.9.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

- Pages 19-23: Introduce effective public speaking techniques, including logical organization, focus, and use of evidence to create a clear perspective
- Page 37: Activity #5 prompts students to give a speech and ask for feedback
- Page 62: Emphasizes coherence in presenting structured arguments
- Page 138: Activity #1 prompts students to give a speech and ask for feedback
- Page 192: Provides tips for effective communication
- Page 200: Activity #1 prompts students to give a speech and ask for feedback
- Page 296: Activity #1 prompts students to give a speech and ask for feedback
- Page 308: Activity #1 prompts students to give a speech and ask for feedback

- Page 354: Activity #1 prompts students to give a speech and ask for feedback

ELA.9.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

- Page 19-23: Stresses the importance of proper grammar in public speaking
- Page 53: Emphasizes using proper language while making persuasive arguments
- Page 102: Guides the use of conventions in written speeches and use of citations for evidence
- Page 195: Focuses on maintaining professionalism through proper language usage

ELA.9.C.4.1: Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.

- Pages 71-73: Discusses using basic research methods to find information
- Pages 74-76: Explains research methods to find relevant information from valid sources
- Pages 77-79: Discusses evaluating source reliability while performing research
- Pages 80-83: Offers a process to ask questions while researching to find relevant information
- Pages 101-103: Explores integrating research findings into debate arguments
- Page 112: Activity #2 prompts students to write arguments based on their earlier brainstorming using evidence and logical explanations
- Page 138: Activity #4 prompts students to provide counter-arguments to arguments made by their peers
- Page 173: Activity #1 prompts students to analyze legislation and write arguments supported by evidence
- Page 200: Activity #2 prompts students to write a debate case
- Pages 261-262: Suggests outside reading about philosophies frequently used in competitive debate

ELA.9.R.2.2: Evaluate the support an author uses to develop the central idea(s) throughout a text.

- Page 31-33: Analyzes how Dr. King supports the central ideas of his "I Have a Dream" speech
- Page 36: Prompts analysis of how President Lincoln and Dr. King develop the central points of their respective speeches
- Page 62: Examines how evidence supports claims in structured arguments
- Pages 69: Activity #2 prompts students to read an article and evaluate the arguments made by the author to develop their central ideas
- Pages 90-94: Explains how to evaluate arguments and prepare refutation
- Pages 105-109: Explains how students can use note-taking to analyze the progression and development of central arguments
- Page 112: Activity #4 prompts students to analyze development of an argument

ELA.9.R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

- Page 10: Introduces rhetorical principles by referencing key historical figures like Aristotle, which ties into analyzing central ideas
- Page 29: Activity to analyze President Abraham Lincoln’s “Gettysburg Address” speech, with analysis of his approach to advocacy
- Page 30: Breakdown of Ethos, Pathos, and Logos as frameworks for analyzing authorial intent
- Page 31: Activity to analyze Dr. Martin Luther King Jr.’s “I Have a Dream” speech, with analysis of his approach to advocacy
- Page 36: Activity to analyze figurative devices utilized in the “I Have a Dream” and “Gettysburg Address” speeches
- Page 37: Exercise #1 prompts analysis of a speech from American history of the student’s choosing
- Page 37: Exercise #4 prompts further analysis of the “I Have a Dream” speech
- Page 37: Activity #1 prompts students to analyze a persuasive speech or debate for use of rhetoric including Ethos, Pathos, and Logos
- Page 67: Activity prompts students to analyze an Original Oratory speech and determine the rhetorical choices made by the speaker to achieve their purpose

ELA.9.R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

- Page 59: Explanation of the concepts of “valid” and “sound” in relation to argumentation
- Page 62: Activity prompting students to watch debates and compare arguments by speakers
- Page 69: Exercise #3 prompts students to watch more debates and compare arguments by the speakers
- Page 109: Prompts students to practice note-taking skills as a way to compare and track arguments during a debate
- Page 123: Discusses comparing opposing views in Congressional Debate, including watching a debate round and completing an activity about the various speeches and strategies
- Page 127: Provides examples and instructions of how to analyze counter-arguments
- Pages 216-217: Demonstration of how to evaluate effectiveness and validity of claims during rebuttals
- Page 184: Prompts students to watch a Public Forum Debate round and take notes on the progression of arguments by each side in the debate
- Page 239: Prompts students to watch a Lincoln-Douglas Debate round and take notes on the progression of arguments by each side in the debate
- Pages 390-394: Topic Analysis of a Public Forum topic offers ample opportunities

to understand how opposing arguments on the same topic interact

- Pages 395-400: Topic Analysis of a Lincoln-Douglas topic offers ample opportunities to understand how opposing arguments on the same topic interact

ELA.9.R.3.2: Paraphrase content from grade-level texts.

- Page 84: Activities #2 and #3 prompt students to summarize research through paraphrasing
- Page 95: Activities #3, #4, #5, and #6 prompt students to create counter-arguments using evidence and reasoning
- Page 112: Activity #2 prompts students to write arguments based on their earlier brainstorming using evidence and logical explanations
- Page 138: Activity #4 prompts students to provide counter-arguments to arguments made by their peers
- Page 173: Activity #1 prompts students to analyze legislation and write arguments supported by evidence
- Page 200: Activity #2 prompts students to write a debate case
- Page 206: Encourages paraphrasing while responding to arguments, including an activity to practice those goals
- Page 210: Activity to create responses to debate arguments by paraphrasing from evidence
- Page 263: Activity #2 prompts students to paraphrase and summarize philosophical ideas from their own research

ELA.9.R.3.4: Explain an author's use of rhetoric in a text.

- Page 29: Activity to analyze President Abraham Lincoln's "Gettysburg Address" speech, with analysis of his approach to advocacy
- Page 30: Breakdown of Ethos, Pathos, and Logos as frameworks for analyzing authorial intent
- Pages 31-33: Dr. King's "I Have a Dream" speech serves as an example of how authors make rhetorical choices to achieve their purpose, reinforced by an activity
- Page 35-36: Discusses rhetorical devices like metaphors and similes
- Page 36: Activity to analyze figurative devices utilized in the "I Have a Dream" and "Gettysburg Address" speeches
- Page 37: Exercise #1 prompts analysis of a speech from American history of the student's choosing
- Page 37: Exercise #4 prompts further analysis of the "I Have a Dream" speech
- Page 62: Examines rhetorical strategies within structured arguments
- Page 67: Prompts students to analyze the use of rhetorical devices in an Original Oratory speech
- Pages 196-197: Explains effective use of storytelling and rhetorical arguments in debate strategies

ELA.9.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.

- Page 9: Introduces foundational terminology in debate, emphasizing the use of structured, precise language in persuasive communication
- Page 19: Emphasizes using appropriate terminology in public speaking
- Page 20: Discusses “pre-written speeches,” stressing the importance of precision in language, timing, and structure for formal presentations
- Page 21: Encourages diversification of vocabulary during speech reviews to avoid repetitive language
- Page 102: Encourages integrating precise vocabulary in written cases
- Throughout the book, vernacular specific to debate are incorporated into lessons. These terms are bolded and include grade-level appropriate definitions so that students can integrate such language into their spoken and written communication
- The glossary on pages 361-370 provides definitions for all vocabulary used through the book, allowing students to integrate academic vocabulary into their spoken and written communication

ELA.9.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

- Page 10: Discusses the origins of rhetorical terms like Ethos, Pathos, and Logos, tying their meanings to their Greek roots and historical significance in debate
- Page 30: Provides background on Aristotle’s contributions to rhetoric, linking ancient Greek philosophical concepts to modern debate practices
- Page 35: Explains figurative language and rhetorical devices, often referring to their etymological roots to clarify their use in arguments

ELA.9.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

- Page 10: Define “forensics” through etymology
- Page 35: Discusses figurative devices like metaphors and idioms, which rely on context for their connotative meanings
- Page 84: Activities #2 and #3 prompt students to define key terms using reference materials, background knowledge, and context clues
- Throughout the book, vernacular specific to debate are incorporated into lessons. These terms are bolded and include grade-level appropriate definitions so that students can integrate such language into their spoken and written communication
- The glossary on pages 361-370 provides definitions for all vocabulary used through the book, allowing students to integrate academic vocabulary into their spoken and written communication

ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.

- Page 61: Explains the importance of using data and warrants to support arguments
- Pages 63: Prompts students to identify evidence and practice skills of applying cited information
- Pages 95-97: Activities #3, #4, #5, and #6 prompt students to create counter-arguments using evidence and reasoning
- Pages 101-102: Explains how to cite evidence to support claims in debates and how to format proper citations of evidence
- Page 66: Emphasizes using evidence to support sound arguments and justify reasoning
- Pages 105-106: Outlines how to track arguments and follow how pieces of evidence support the larger concept
- Page 112: Activity #2 prompts students to write arguments based on their earlier brainstorming using evidence and logical explanations
- Page 125: Activity #2 prompts students to prepare a speech using evidence
- Page 138: Activity #4 prompts students to provide counter-arguments to arguments made by their peers
- Page 173: Activity #1 prompts students to analyze legislation and write arguments supported by evidence
- Page 189: Further explains how to use evidence in a debate setting
- Pages 190-194: Prompts students to write a full debate case including cited evidence to justify their reasoning
- Page 200: Activity #2 prompts students to write a debate case

ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.

Page 28: Analysis of President Lincoln's "Gettysburg Address" speech provides a model for reading complex texts

- Page 31: Analysis of Dr. King's "I Have a Dream" speech provides a model for reading complex texts
- Page 84: Activities #1-3 prompt students to research debate topics, including finding and reading online articles relating to the topic
- Pages 102: Highlights paraphrasing techniques in research and debates, reinforcing comprehension through paraphrasing
- Pages 261-262: Suggests outside reading about philosophies frequently used in competitive debate
- Throughout the book, students are prompted to reference evidence and other research, comprehend such materials, and apply that knowledge to their written and oral communication

ELA.K12.EE.3.1: Make inferences to support comprehension.

- Pages 31-33: Requires drawing inferences about the effectiveness of Dr. King’s rhetorical choices
- Pages 35-36: Focuses on dissecting figurative language and rhetorical devices in speeches to improve comprehension and critical analysis of grade-level texts
- Page 62: Encourages inferring the implications of arguments presented during debates
- Pages 86-88: Explains logical fallacies and methods to avoid them
- Page 89: Activity to improve inference skills
- Page 195: Supports making logical inferences based on presented evidence
- Pages 242-243: Analysis of philosophical ideas prompts students to practice inference skills
- Pages 245-250: Activities prompt students to infer how a situation might be interpreted through the lens of a particular philosophy

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

- Page 37: Activity #5 prompts students to give a speech and ask for feedback
- Page 45: Activity #2 prompts students to practice collaboration and feedback techniques
- Page 53: Discusses active listening and offers other norms for professional conversations
- Pages 135-137: Strategies for active listening, note-taking, and questioning
- Page 138: Activity #1 prompts students to give a speech and ask for feedback
- Page 138: Activity #4 prompts students to give speeches and give/receive feedback
- Pages 218-219: Discusses collaboration during team debate preparation
- Pages 221-222: Explains how to collaborate properly in a debate setting
- Page 200: Activity #1 prompts students to give a speech and ask for feedback
- Page 296: Activity #1 prompts students to give a speech and ask for feedback
- Page 308: Activity #1 prompts students to give a speech and ask for feedback
- Page 354: Activity #1 prompts students to give a speech and ask for feedback

ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.

- Page 61: Provides the basic structure for arguments, including an activity on page 64
- Pages 102-104: Provides the structure for evidence and citations, including an activity to reinforce understanding
- Pages 129-130: Provides the structure for a Congressional Debate speech, including an activity to reinforce understanding

- Page 131: Provides the structure for refutation in debate
- Pages 204-207: Provides the structure for debate blocks, including an activity to reinforce understanding
- Pages 265-272: Provides the structure for debate frameworks, including an activity to reinforce understanding
- Page 348: Explores formatting guidelines for multimedia presentations in debate

ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.

- Pages 24-26: Discusses using the student’s natural voice and tone while speaking and writing
- Page 27: Highlights the use of vocal modulation including pitch, tone, volume, pacing, and pausing
- Pages 37: Activity #5 prompts students to give a speech and ask for feedback
- Pages 138-140: Activity #1 prompts students to give a speech and ask for feedback
- Pages 188-192: Provides context for how to apply speaking skills to debate formats
- Pages 195-197: Highlights the importance of consistent tone throughout debate cases
- Pages 195-197: Explains methods to use rhetorical devices and storytelling to improve tone
- Page 200: Activity #1 prompts students to give a speech and ask for feedback
- Page 296: Activity #1 prompts students to give a speech and ask for feedback
- Page 308: Activity #1 prompts students to give a speech and ask for feedback
- Page 354: Activity #1 prompts students to give a speech and ask for feedback

ELD.K12.ELL.LA.1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

- Page 37: Activity #5 prompts students to give a speech and ask for feedback
- Page 138: Activity #1 prompts students to give a speech and ask for feedback
- Page 138: Activity #4 prompts students to give speeches and give/receive feedback
- Page 200: Activity #1 prompts students to give a speech and ask for feedback
- Page 296: Activity #1 prompts students to give a speech and ask for feedback
- Page 308: Activity #1 prompts students to give a speech and ask for feedback
- Page 354: Activity #1 prompts students to give a speech and ask for feedback
- Throughout the book, vernacular specific to debate are incorporated into lessons. These terms are bolded and include grade-level appropriate definitions so that students can integrate such language into their spoken and written communication
- The glossary on pages 361-370 provides definitions for all vocabulary used through the book, allowing students to integrate academic vocabulary into their spoken and written communication

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

- Page 37: Activity #5 prompts students to give a speech and ask for feedback
- Page 138: Activity #1 prompts students to give a speech and ask for feedback
- Page 138: Activity #4 prompts students to give speeches and give/receive feedback
- Page 200: Activity #1 prompts students to give a speech and ask for feedback
- Page 296: Activity #1 prompts students to give a speech and ask for feedback
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