



# Champion Press

## Florida Curriculum Standards Correlations for Foundations of Debate

Foundations of 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, Foundations of 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 **M/J Speech & Debate 1 – Course 1007000**.

**ELA.6.C.1.3:** Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.

- Pages 53-54: Explains the basic structure of an argument and how to support claims using evidence and explanations.
- Page 55: Includes an activity to analyze the structure of arguments.
- Pages 67-70: Explains the research process to find relevant evidence, with associated activities to assist with comprehension.
- Page 101: Analyzes how to use structured arguments in the Congressional Debate format and how to apply relevant evidence and organizational structure.
- Page 102: Contains an activity prompting students to create new arguments with supporting evidence based on prior lessons.
- Pages 149-150: Discusses the use of evidence in Public Forum Debate, including citation formats, paraphrasing, and using direct quotes.
- Page 156: Details tips for writing good arguments.
- Pages 157-158: Includes an activity prompting students to create a debate case with supporting evidence based on all previous lessons.

**ELA.6.C.1.4:** Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.

- Pages 53-54: Explains the basic structure of an argument and how to support claims using evidence and explanations.
- Page 55: Contains an activity to explain and analyze information from a news arti-

cle and follow the organizational structure of arguments.

- Page 56: Provides an activity to analyze the structure of arguments, use public speaking techniques, and make improvements.
- Pages 58-59: Features an activity to watch a speech and analyze its logical organizational structure, elaboration, and transitions.
- Page 95: Includes an activity to summarize the progression of a debate.
- Page 101: Analyzes how to use structured arguments in the Congressional Debate format and how to apply relevant evidence and organizational structure.
- Page 102: Contains an activity prompting students to create new arguments with supporting evidence based on prior lessons.
- Pages 149-150: Discusses the use of evidence in Public Forum Debate, including citation formats, paraphrasing, and using direct quotes.
- Page 156: Details tips for writing good arguments.

**ELA.6.C.1.5:** Improve writing by planning, revising, and editing, considering feedback from adults and peers.

- Page 38: Encourages students to seek feedback and criticism to improve their writing.
- Pages 53-54: Explains the basic structure of an argument, supporting claims with evidence, and using outlines to improve writing.
- Page 119: Activity #1 prompts students to create written legislation, exchange with a peer, and make improvements based on feedback.
- Page 132: Activity #5 prompts students to draft a persuasive speech, share it with a classmate, and make improvements based on feedback.
- Page 155: Encourages students to consistently seek feedback to improve their debate cases.
- Page 175: Activity #4 prompts students to write refutations/responses to arguments, get feedback, and make improvements.

**ELA.6.C.2.1:** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

- Pages 20-21: Activity for students to give an extemporaneous speech and practice presenting arguments.
- Pages 22-24: Explains preparation techniques for crafting organized speeches, speaking confidently, and using appropriate vocal techniques.
- Page 30: Activity for students to practice nonverbal cues and gestures.
- Pages 29-31: Discusses using gestures, voice modulation, pacing, and tone for better presentations.
- Page 32: Activity for students to practice voice modulation.
- Page 34: Activity #1 prompts students to practice oral presentation skills.
- Page 102: Activity prompting students to write an outline and present a speech using appropriate argument structures.

- Page 110: Activity #1 prompts students to prepare and give a speech.

**ELA.6.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

- Page 17: Activity #3 prompts students to write a reflection on debate formats.
- Page 29: Explains the need to use proper grammar rules even when speaking aloud.
- Page 42: Activity #1 prompts students to write a reflection on stage fright.
- Page 97: Activity #3 prompts students to write a reflection on the benefits and challenges of Congressional Debate.
- Page 110: Activity #1 prompts students to prepare and give a speech.
- Pages 157-158: Activity for students to write a debate case, which should follow the rules of grammar, punctuation, capitalization, and spelling.
- Page 161: Activity #2 prompts students to write a debate case, which should follow the rules of grammar, punctuation, capitalization, and spelling.

**ELA.6.C.4.1:** Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

- Pages 62-63: Explains the basic process to conduct research.
- Page 65: Reviews the types of sources that are useful in research.
- Pages 67-68: Analyzes how to tell if a source is reliable and valid, with an activity to reinforce evaluating source quality.
- Pages 69-70: Explains how to start formulating research questions with an activity to help students begin their research.
- Pages 71-72: Outlines the types of questions to ask during the research process to find high-quality information, with a writing prompt to reinforce these skills.
- Page 73: Activity #2 prompts students to research a debate topic.
- Page 73: Activity #3 prompts students to continue the research they started in earlier activities.
- Page 101: Analyzes how to use structured arguments in the Congressional Debate format, applying relevant evidence and organizational structure.
- Page 102: Contains an activity prompting students to create new arguments with supporting evidence based on prior lessons.
- Pages 149-150: Discusses the use of evidence in Public Forum Debate, including citation formats, paraphrasing, and using direct quotes.
- Pages 157-158: Includes an activity for students to write a debate case, requiring research to find relevant evidence.

**ELA.6.C.5.1:** Integrate diverse digital media to enhance audience engagement in oral or written tasks.

- Pages 198-199: Introduces using digital tools to create debate presentations.

- Pages 203-205: Explains how to properly use online and digital tools for communication.
- Page 206: Contains an activity prompting students to create a digital media presentation using a speech and multimedia resources.

**ELA.6.C.5.2:** Use digital tools to produce writing.

- Page 102: Activity prompting students to create new arguments with supporting evidence based on prior lessons; can be completed digitally.
- Page 119: Activity #1 prompts students to create written legislation; can be completed digitally.
- Page 175: Activity #4 prompts students to write refutations/responses to arguments; can be completed digitally.
- Pages 157-158: Includes an activity for students to write a debate case; can be completed digitally.
- Page 161: Activity #2 prompts students to write a debate case; can be completed digitally.

**ELA.6.R.2.2:** Analyze the central idea(s), implied or explicit, and its development throughout a text.

- Pages 26-28: Activity prompts students to read and analyze Dr. King’s “I Have a Dream” speech, providing examples of how rhetoric helped him develop central ideas.
- Page 32: Students can read President Lincoln’s “Gettysburg Address” and analyze the development of its core ideas.
- Pages 53-54: Explains the basic structure of an argument and how to support claims using evidence and explanations, allowing students to track the development of a speech.
- Page 56: Activity prompts students to watch a debate video and analyze the development of core ideas in the arguments used.
- Pages 58-59: Features an activity to watch a speech and analyze its core arguments, structure, central ideas, and rhetoric.
- Page 73: Activity #2 prompts students to read external materials and analyze their core ideas.
- Page 161: Activity #3 prompts students to conduct online research and track the development of central ideas and arguments.

**ELA.6.R.2.4:** Track the development of an argument, identifying the types of reasoning used.

- Pages 17: Activity #2 prompts students to watch a debate and track its arguments.
- Pages 53-54: Explains the basic structure of an argument and how to support

claims using evidence and explanations.

- Page 55: Contains an activity to analyze the structure of arguments.
- Page 56: Activity prompts students to watch a debate video and analyze the development of core ideas in the arguments used.
- Pages 58-59: Features an activity to watch a speech and analyze its core arguments, structure, central ideas, and rhetoric.
- Page 73: Activity #2 prompts students to read external materials and analyze their core ideas.
- Pages 75-77: Introduces the concept of logical fallacies and explains how students can identify and address them in arguments.
- Page 95: Activity to summarize the progression of a debate.
- Page 101: Analyzes how to use structured arguments in the Congressional Debate format and how to apply relevant evidence and organizational structure.
- Page 102: Contains an activity prompting students to create new arguments with supporting evidence based on prior lessons.
- Page 141: Activity to watch a debate round and track the progression of strategic arguments.
- Pages 177-178: Introduces the idea of “flowing” as a note-taking device to track the progression of arguments.
- Page 161: Activity #3 prompts students to analyze a debate case.

**ELA.6.R.3.2:** Paraphrase content from grade-level texts.

Page 60: Activity #2 prompts students to read articles, analyze them, and present a summary.

- Page 102: Activity prompting students to create new arguments, which should include paraphrased information from researched evidence.
- Page 150: Introduces the concept of paraphrasing.
- Page 152: Includes an activity to do research and paraphrase the content of evidence.
- Pages 157-158: Contains an activity for students to write a debate case, which should include paraphrased information from researched evidence.
- Page 161: Activity #2 prompts students to write a debate case, which should include paraphrased information from researched evidence.

**ELA.6.R.3.3:** Compare and contrast how authors from different time periods address the same or related topics.

- Pages 26-27: Students can read Dr. King’s “I Have a Dream” speech to understand how authors from that time period developed their ideas.
- Page 32: Students can read President Lincoln’s “Gettysburg Address” to understand how authors from that time period developed their ideas.
- Page 34: Activity #2 prompts students to read two speeches from different time periods and do a compare/contrast analysis of how the transcripts differ.

**ELA.6.R.3.4:** Identify rhetorical appeals in a text.

- Page 25: Introduces rhetoric and explains how rhetorical devices can be used in text and speeches.
- Pages 26-28: Activity prompts students to read Dr. King’s “I Have a Dream” speech and analyze how he used Ethos, Logos, and Pathos.

**ELA.6.V.1.1:** Integrate academic vocabulary appropriate to grade level in speaking and writing.

- Page 17: Activity #3 prompts students to write a reflection on debate formats.
- Page 42: Activity #1 prompts students to write a reflection on stage fright.
- Page 97: Activity #3 prompts students to write a reflection on the benefits and challenges of Congressional Debate.
- Pages 157-158: Contains an activity for students to write a debate case, integrating academic vocabulary related to the subject matter.
- Page 161: Activity #2 prompts students to write a debate case, integrating academic vocabulary related to the subject matter.

**ELA.6.V.1.2:** Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

- Page 10: Defines “forensics” through etymological roots.

**ELA.6.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: Defines “forensics” through etymological roots.
- Page 25: Defines “Ethos,” “Logos,” and “Pathos,” asking students to apply examples to understand the terminology.
- Pages 69-70: Explains how to start formulating research questions and research to find more information about words and phrases.
- Throughout the book: Vernacular specific to debate is incorporated into lessons, bolded with grade-level appropriate definitions to integrate into spoken and written communication.
- Pages 217-222: Glossary provides definitions for all vocabulary used in the book, allowing students to integrate academic vocabulary into their communication.

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

- Page 73: Activity #2 prompts students to research a debate topic, requiring them to cite evidence to support their arguments.

- Page 73: Activity #3 prompts students to continue their research, requiring them to cite evidence to support their arguments.
- Page 101: Analyzes how to use structured arguments in the Congressional Debate format and apply relevant evidence and organizational structure.
- Page 102: Contains an activity prompting students to create new arguments with supporting evidence.
- Pages 149-150: Discusses the use of evidence in Public Forum Debate, including citation formats, paraphrasing, and using direct quotes.
- Pages 157-158: Includes an activity for students to write a debate case, requiring them to cite evidence to support their arguments.
- Page 110: Activity #1 prompts students to prepare and give a speech with evidence.

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

- Pages 26-28: Activity prompts students to read and analyze Dr. King’s “I Have a Dream” speech, providing examples of how rhetoric helped him develop central ideas.
- Page 32: Students can read President Lincoln’s “Gettysburg Address” and analyze the development of its core ideas.
- Page 34: Activity #2 prompts students to read two speeches from different time periods and do a compare/contrast analysis of how the transcripts differ.
- Page 55: Activity to explain and analyze information from a news article, following the organizational structure of arguments.
- Page 73: Activity #2 prompts students to research a debate topic.
- Page 73: Activity #3 prompts students to continue their research.
- Pages 157-158: Includes an activity for students to write a debate case, requiring research to find relevant evidence.

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

- Pages 26-28: Activity prompts students to read and analyze Dr. King’s “I Have a Dream” speech and make inferences about how rhetoric shaped his message.
- Pages 53-54: Encourages inferring the implications of arguments presented during debates.
- Pages 75-77: Explains logical fallacies and methods to avoid improper comprehension.
- Page 78: Activity to improve inference skills.

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

- Page 38: Encourages students to seek feedback and criticism to improve their writing.

- Page 47: Defines aspects of active listening and encourages students to practice these skills.
- Page 119: Activity #1 prompts students to create written legislation and ask for feedback in a discussion.
- Page 132: Activity #5 prompts students to draft a persuasive speech, share it with a classmate, and ask for feedback in a discussion.
- Page 155: Encourages students to consistently seek feedback to improve their debate cases.
- Page 171: Explains the process of creating counter-arguments using an active listening drill.
- Page 175: Activity #4 prompts students to write refutations/responses to arguments and ask for feedback in a discussion.
- Throughout the book: Students engage in debates requiring collaboration and active listening.

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

- Pages 53-54: Explains the basic structure and format of an argument.
- Page 55: Contains an activity to analyze the structure and format of arguments.
- Page 101: Analyzes how to use structured arguments in the Congressional Debate format and apply relevant evidence and organizational structure.
- Page 102: Contains an activity prompting students to create new arguments with supporting evidence based on previously defined formats.
- Page 110: Activity #1 prompts students to prepare and give a speech.
- Page 152: Includes an activity reinforcing the use of citation formats.
- Pages 149-150: Discusses the use of evidence in Public Forum Debate, including citation formats.
- Pages 157-158: Contains an activity for students to write a debate case, following discussed formats.
- Page 161: Activity #2 prompts students to write a debate case, following discussed formats.
- Page 175: Activity #4 prompts students to write refutations/responses to arguments, using refutation formats.

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

- Page 23: Discusses using the student's natural voice and tone while speaking and writing.
- Pages 25: Explains methods to use rhetorical devices and storytelling to improve tone.
- Pages 31-32: Highlights the use of vocal modulation, including pitch, tone, volume, pacing, and pausing, with an activity to reinforce these skills.
- Page 40: Discusses the importance of word choice to create a consistent tone in



writing and speeches.

- Page 102: Contains an activity prompting students to write an outline and present a speech using appropriate argument structures.
- Page 110: Activity #1 prompts students to prepare and give a speech.
- Page 119: Activity #1 prompts students to create written legislation, exchange it with a peer, and make improvements based on feedback.
- Page 132: Activity #5 prompts students to draft a persuasive speech, share it with a classmate, and make improvements based on feedback.
- Pages 157-158: Includes an activity for students to write a debate case and practice key writing skills.
- Page 161: Activity #2 prompts students to write a debate case and practice key writing skills.

**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 14: Activity prompts students to give a speech about an easy debate topic.
- Pages 20-21: Activity prompts students to give a speech and consider ways to improve.
- Page 102: Contains an activity prompting students to write an outline and present a speech.
- Page 110: Activity #1 prompts students to prepare and give a speech.
- Page 119: Activity #1 prompts students to create written legislation.
- Page 132: Activity #5 prompts students to draft a persuasive speech, share it with a classmate, and make improvements based on feedback.
- Pages 157-158: Includes an activity for students to write a debate case.
- Page 161: Activity #2 prompts students to write a debate case.
- Throughout the book: Vernacular specific to debate is bolded and defined to help integrate academic language into communication.
- The glossary on pages 217-222 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 14: Activity prompts students to give a speech about an easy debate topic.
- Pages 20-21: Activity prompts students to give a speech and consider ways to improve.
- Page 102: Contains an activity prompting students to write an outline and present a speech.
- Page 110: Activity #1 prompts students to prepare and give a speech.
- Page 119: Activity #1 prompts students to create written legislation.
- Page 132: Activity #5 prompts students to draft a persuasive speech, share it with

- a classmate, and make improvements based on feedback.
- Pages 157-158: Includes an activity for students to write a debate case.
- Page 161: Activity #2 prompts students to write a debate case.
- Throughout the book: Vernacular specific to debate is bolded and defined to help integrate academic language into communication.
- The glossary on pages 217-222 provides definitions for all vocabulary used through the book, allowing students to integrate academic vocabulary into their spoken and written communication