



7TH GRADE DEBATE
MRS. NOREEN WILLIAMS
CLASS PERIODS: 3, 7 AND 10
ROOM 2106

1. District 123 Vision:

A dynamic and supportive environment that ignites lifelong learners who embrace diversity and contribute positively to our community and global society.

2. District 123 Mission:

Preparing today's learner for tomorrow's world

3. Course Description

Debate is a trimester long, project-based course that deals with the fundamentals of debate, the types and formats, and the proper use of propositions, evidence, and reasoning by building an affirmative or negative constructive case, use of refutation and rebuttal, and effective delivery skills in order to present a formal debate presentation.

4. Learning Outcomes or Big Ideas

Debate develops four skill areas:

- Project management (building the case) and collaboration (students work on their case in a two – three person team)
- Effective communication concepts (develops strong oral communication skills that shows students how to argue without losing their temper)
- Scholastic debate structure that incorporates formal debate styles that are used in most public and private high schools and universities
- Researching and writing procedures and techniques that develop better readers, writers and researchers

ISTE STANDARDS

W7.1: Write arguments to support claims with clear reasons and relevant evidence.

W7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

W7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

5. Daily Procedures

Entering the class:

- Line up outside my classroom in a straight line against the wall. Wait until all students have left my classroom from the previous class.
- **If you do not have an I.D. around your neck, you can't enter my classroom.**
- Enter the classroom **quietly** and walk to your seat
- Take out your homework and leave it on your desk.
- **Quietly** complete **Weekly Reflections** from the **Google Classroom** for this class. It is a Google document. This should take about three to five minutes to complete each day.
- After I take attendance and collect the homework (during the first five minutes of class), we will begin the day's lesson

Class Discussions:

- Raise your hand to be called on in class.
- Wait until the other person is done talking before taking your turn to speak
- It is alright to disagree with someone's opinion. It is not alright to be rude, disrespectful, or mean. If you get personal with someone in class then you will be asked to leave the room.
- Students are not allowed to raise their voice, yell or say something inappropriate during any class or group discussion. If this happens, the student will not be allowed to continue in the discussion or be part of the group and will have to write out his/ her opinions for the rest of the discussion/group time.

Leaving and Returning from the classroom:

- You will raise your hand and ask for permission to go to the nurse, bathroom, etc.
- You will fill out the log that is located by the sink on my counter.
- You will take a pass that is hanging by the door.
- **Do not take off your I.D.**
- When you return from the bathroom, nurse, etc., you will write down the time you returned and put the pass back on the hook.
- **You cannot go to your locker during this class period.**
- Please do not abuse the privilege of leaving the room to go to the bathroom, nurse, etc. or else this privilege will be taken away.

The end of class:

- We will summarize what we did in class and I will tell you what to expect for the next day.
- Students will write down the homework assignment in their Google calendar. You may ask questions pertaining to the assignment.
- You may hand in any absent work to me before you leave.
- You will clean around your desk and the floor by picking up and then throwing out any garbage that is by you.
- You will quietly gather your materials, pull in your chair and leave the classroom once I dismiss you.

6. Expectations of Student

- Respect yourself, the other students in this class and the teacher.
- Be in class on time and prepared to work (with all of your materials).
- Follow directions the first time they are given and change tasks quickly and quietly.
- Take responsibility for the choices you make in class.
- Treat this (and all your classes) as your full-time job.

7. Expectations of Teacher

- I will be prepared each day to teach my students with interesting and thought-provoking lessons that will focus on this course's rationale and objectives.
- I will grade and post all assignments, tests, and film projects as quickly as possible so that all of my students will be able to have current updated grades.
- I will work with my students to help them achieve the best possible grade in this class. I will be here before or after school to tutor my students if any of them are falling behind in this class.
- I will teach this class with a positive attitude and a smile on my face because I am fortunate to have a wonderful job of teaching such talented and gifted students and to work with such a dedicated faculty and administration.
- I will respect all of my students and treat them the same way that I want to be treated. I will listen to them and respect their ideas and views. I will be open to their ideas and their expert knowledge of technology and will hopefully learn more from them.

8. Assessment Criteria

Group projects and assignments:

- I will choose the small groups
- You will be happy with whatever group you will be assigned to and work well with the people in the group. If you have a problem with being with certain students then you will be taken out of the group and will have to complete the entire assignment or project on your own.
- Each group will appoint a leader who will assign jobs and make sure that everyone is working on the project.
- Each student will be given a job within the group and each student is responsible for completing the job so that the group will get a good grade for the completion of the project.

Assignments and Tests:

- All work is to be completed on time. Homework is due the next school day. Class assignments are due at the end of each class. I will not accept late work unless it is a written request from a parent.
- Students will know at least three to five days before a test is given. A study guide will be given for students to study with prior to any tests. A student is required to study for the tests and be prepared to take the test.

Extra Help:

- A student who needs help with any aspect of this class (assignments, studying for a test, raising his/her grade, etc.) will be able to get after-school help from me.
- The student needs to come up to my desk and set up an appointment with me to meet after school. I am always available and encourage students to get as much as they need to succeed in this class.
- Once the appointment is set up, the student is responsible for letting their parents know what day he/she will be staying after school for help.
- Students can also come to a working lunch to redo any assignments that he/she received a two or one on and then turn it in and I will grade the assignments and adjust the grades in Skyward.

Discussing grades:

- If a student does not think he/she has received a fair grade for an assignment, project or test, he/she will ask to speak to me at the end of the class.
- I will either discuss the grade after class or at another time during the day with the student. During part of the school day, I teach one class right after another class is over and it is very difficult to give a student my full attention. This is why I will schedule another time to speak to the student.
- Once the student and I talk about the grade then I will either take the assignment back (to make the change) or explain why the student received that grade.

9. Materials

- A two pocket folder
- Blue or black pens
- Chromebook (**fully charged**)
- Red pen
- Highlighter
- Pencils

10. Instruction and Directions for Help?

OLHMS Website: www.d123.org

Email address: nwilliams@d123.org

Phone number (708) 499-6400 ext. 7951

(Parents and Students: Please feel free to email anytime if you have any questions or concerns about

this class. I will reply to the email within 24 hours –Monday –Friday.)

RESOURCES

Newsela: <https://newsela.com/>

Pro/Con Website: <https://www.procon.org/>

Newsweek Debate: <https://www.newsweek.com/the-debate>

Ted Talks: <https://www.ted.com/>

11. Curriculum Map (Units of Study)

- **Bill of Rights Unit**
- **Social Issues Unit**
- **How to Debate Unit**
- **Formal Debate Case and Presentation Unit**