1 of 19

Proclamation 2020 Correlations to the	Texas Essential Knowledge and Skille (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	

(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: Historial 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	5701051145254			
			Teacher Only Teacher Only	Activity 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: Historial 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: Historial 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 Teacher Only	None 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 9781531137175	10	Student Edition: Historial Uses of Debate is Social and Religious Arenas	Student Edition, page(s) 10
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	16	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	17	Student Edition: Research Online	Student Edition, page(s) 17
			Student/Teacher	Activity	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 Teacher Only	Narrative 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 Teacher Only	Activity None				
			Teacher Only	None 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 Poliscal 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
					9781531137175	1		
			Student/Teacher	Narrative	9781531149284	64	Student Edition: Debate and Contemporary Learning: paragraph 2	Student Edition, page(s) 64
			Teacher Only	Narrative	9781531149284	64	Student Edition: Debate and Contemporary Learning: paragraph 2	Student Edition_page(s) 64
					9781531149284	64	Student Edition: Debate and Contemporary Learning: paragraph 2	Student Edition. page(s) 64

Knowledge and Skills Statement	Student Expectation	Breakout			Component ISBN			
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 9781531137175	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 Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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) 5-8
			Student/Teacher	Activity	9781531137175 9781531149284	17	Student Edition: Debate Acrosst 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	0781531137175	61	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	115	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 115
			Teacher Only	Narrative				
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None 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 persussion in dealing with controversial issues	Student/Teacher	Narrative	9781531137175 9781531149284	5-6	Student Edition: Forensic Progression of Debate	Student Edition, page(s) 5-8
			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 Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	9781531149284 9781531137175 9781531149284	20	Student Edition: 2nd paragraph	Student Edition, page(s) 20
			Student/Teacher	Activity	0781531137175	61	Student Edition: Apply Key Idea #6	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	115	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 115
			Teacher Only	Narrative	9701031149204			
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None 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 9781531137175	186	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531137175 9781531149284 9781531137175	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	9781531149284 9781531137175 9781531149284	103	Student Edition: The Importance of Logical Analysis: paragraph 2	Student Edition, page(s) 103
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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 9781531137175	186	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 186
			Student/Teacher	Narrative	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 Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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
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Variable and Chills Conserved	Charles Farmandala	Breakout	Barra Torra	Charles Tons	C	D (-)	Description of the smallful treation	the self-death and a se
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	40	Student Edition: In the Media	Student Edition, page(s) 40
			Student/Teacher	Narrative	9781531137175 9781531149284	41	Student Edition: Debate Across the Curriculum: History	Student Edition, page(s) 41
			Teacher Only	Narrative				
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None None				
			Teacher Only	None				
Role in society. The student examines the historical and contemporary contributions of debate in decision-making and	(C) recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth finding solutions to	 (iv) recognize the role of argumentation as an effective means of understanding opposing viewpoints 	Student/Teacher	Narrative	9781531137175	102	Student Edition: 8.1: first paragraph	Student Edition, page(s) 102
contemporary contributions of debate in decision-making and democratic processes. The student is expected to:	means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints	understanding opposing viewpoints			9781531149284			
			Student/Teacher	Activity	9781531137175	40	Student Edition: In the Media	Student Edition, page(s) 40
			Student/Teacher	Narrative	9781531149284 9781531137175	173	Student Edition: Selecting Arguments for an Affirmative Case:	Student Edition, page(s) 173
					9781531149284 9781531137175		paragraph two	
			Student/Teacher	Activity	9781531149284 9781531137175	186	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531149284	103	Student Edition: 2nd paragraph	Student Edition, page(s) 103
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None None				
(1) Role in society. The student examines the historical and	(C) recognize the role of argumentation and debate on an affective							
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	 (v) 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	9781531149284 9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 39
			Student/Teacher	Narrative	0781531137175	41	Student Edition: Debate Acrosst the Curriculum: History	Student Edition, page(s) 41
			Student/Teacher	Narrative	9781531149284 9781531137175	11	Student Edition: Debate in Academic Settings: paragraph 3	
			Student/Teacher Teacher Only	Narrative Narrative	9781531149284	- 11	Goscali Edition, Debate III Academic Settings: paragraph 3	Student Edition, page(s) 11
			Teacher Only	Activity				
			Teacher Only Teacher Only	None None				
			Teacher Only	None				
 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	16	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 16
			Student/Teacher	Narrative	9781531149284 9781531137175	190	Student Edition: Propositions of Fact: paragraph one	Student Edition, page(s) 190
			Student/Teacher	Activity	9781531149284 9781531137175	39	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531149284 9781531137175	41	Student Edition: Debate Acrosst the Curriculum: History	Student Edition, page(s) 41
			Teacher Only	Narrative Narrative	9781531149284	41	Student Edition: Debate Acrosst the Curriculum: History	Student Edition, page(s) 41
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	158	Student Edition: Last item in text box	Student Edition, page(s) 158
			Student/Teacher	Activity	9781531149284 9781531137175	169	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 169
					9781531149284 9781531137175			
			Student/Teacher Teacher Only	Activity Narrative	9781531149284	39	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 39
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	9781531149284 9781531137175 9781531149284	41	Student Edition: Debate Acrosst the Curriculum: History	Student Edition, page(s) 41
			Teacher Only	Narrative	9/81531149284			
			Teacher Only Teacher Only	Activity 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 9781531137175	28	Student Edition: Propositions of Fact: both paragraphs	Student Edition_page(s) 28
			Student/Teacher	Activity	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	5751551175257			
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None				

Knowledge and Skills Statement		Breakout						
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 is expected to:	fact, value, problem, and policy	(1)						
			Student/Teacher	Activity	9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	52	Student Edition: 1st para in 2nd col. and numbered list	Student Edition, page(s) 52
			Student/Teacher	Activity		62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Student/Teacher	Activity	9781531149284 9781531137175	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Teacher Only	Narrative	9781531149284			State of the state
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531149284 9781531137175	66-72	Teacher Guide: Chapter 2 Exercise, Charts on 66 and 69	Teacher Guide, page(s) 66–72
			Student/Teacher	Activity	9781531149284 9781531137175	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			+	+	9781531149284 9781531137175			
			Student/Teacher	Activity	9781531149284	62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None None				
(2) Applying of incure. The student	(A) use energiate standards to				9781531137175		Student Edition: Drangation of D	
(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	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 9781531137175	318	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 318
			Student/Teacher	Narrative	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	9781531149284 9781531137175 9781531149284	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Teacher Only	Narrative	9/81531149284			
			Teacher Only Teacher Only	Activity 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	9781531149284 9781531137175 9781531149284	52	Student Edition: para 2 (after numbered list)	Student Edition, page(s) 52
			Student/Teacher	Activity	9781531137175	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Activity	9781531149284 9781531137175	62	Student Edition: Debate Across the Curriculum #2	Student Edition, page(s) 62
			Teacher Only	Narrative	9781531149284	02	Student Edition. Debate Across the Conficulation #2	Student Edition, page(s) 62
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	39	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Student/Teacher	Activity	9781531149284 9781531137175	62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Student/Teacher	Narrative	9781531149284 9781531137175	52	Student Edition: Column 2: first paragraph and numbered list	Student Edition, page(s) 52
			Student/Teacher Teacher Only	Narrative Narrative	9781531149284	52	Gloueni Eumon: Column 2: Ilrst paragraph and numbered list	Groupers Ediston, page(8) 52
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	39	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 39
			Student/Teacher	Narrative	9781531149284 9781531137175	66-72	Teacher Guide: Chapter 2 Exercises, Charts on 66 and 69	Teacher Guide, page(s) 66–72
			Student/Teacher		9781531149284 9781531137175	39		
				Narrative	9781531149284 9781531137175		Student Edition: Apply Key Ideas #4	Student Edition, page(s) 39
			Student/Teacher	Activity	9781531149284	62	Student Edition: Debate Across the Curriculum #1	Student Edition, page(s) 62
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	318	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 318
					9781531149284 9781531137175			
			Student/Teacher	Narrative	9781531149284 9781531137175	243	Student Edition: paragraph before "College Records" box	Student Edition. page(s) 243
			Student/Teacher	Activity	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 Teacher Only	Narrative Activity				
			Teacher Only 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
Knowledge and Skins Statement	Student Expectation	Breakout	item Type	Citation Type	Component ISBN	rage (s)	Description of the specific location	riyperillik 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	9781531137175 9781531149284	27	Student Edition: Proposition of Problem: first paragraph	Student Edition, page(s) 27
student is expected to:					9781531149284			
			Student/Teacher	Activity	9781531149284	41	Student Edition: Debate Across the Curriculum: History	Student Edition, page(s) 41
			Student/Teacher	Narrative	9781531137175 9781531149284 9781531137175	27	Student Edition: End of bullet #2	Student Edition, page(s) 27
			Student/Teacher	Narrative	9781531137175	33	Student Edition: Sentence after bulleted list, col 2	Student Edition. page(s) 33
			Student/Teacher	Activity	9781531137175 9781531149284	61	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 61
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	9781531137175 9781531149284	27	Student Edition: Proposition of Problem: first paragraph	Student Edition, page(s) 27
			Student/Teacher	Activity	9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 198
			Student/Teacher	Narrative	9781531137175	191	Student Edition: 13.3 through Key Point	Student Edition, page(s) 191
			Student/Teacher	Narrative	9781531149284 9781531137175	53	Student Edition: First paragraph	
					9781531149284 9781531137175			
			Student/Teacher	Activity	9781531149284	61	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 61
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only Teacher Only	None 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	9781531137175 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	9781531137175 9781531149284	61	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531137175	61	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 61
			Student/Teacher	Activity	9781531149284 9781531137175	16	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 16
			Student/Teacher	Narrative	9781531149284 9781531137175	306		
			Student/Teacher Teacher Only	Narrative Narrative	9781531149284	306	Student Edition: Responding to the Kritik: paragraph 1	Student Edition, page(s) 306
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	9781531137175 9781531149284	15	Student Edition: Paragraph before Key Point	Student Edition, page(s) 15
			Student/Teacher	Activity	9781531137175	170	Student Edition: In the Media	Student Edition, page(s) 170
			Student/Teacher	Narrative	9781531149284 9781531137175	399	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 399
			Student/Teacher	Activity	9781531149284 9781531137175	17	Student Edition: In the Media #2	Student Edition_page(s) 17
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	385	Student Edition: Key Point	Student Edition, page(s) 385
			Teacher Only	Narrative	9781531149284	5.55	Goden Editor. Nay Fork	Constructions, page(5) 500
			Teacher Only Teacher Only	Activity 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	9781531137175 9781531149284	58-60	Student Edition: 4.3 Analyzing and Evaluating Major Issues	Student Edition, page(s) 58-60
			Student/Teacher	Activity	9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	17	Student Edition: In the Media #2	Student Edition, page(s) 17
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	167	Student Edition: Watch It	Student Edition, page(s) 167
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	67	Student Edition: 5.3 Debates for All Levels and All Disciplines, 1st paragraph	Student Edition, page(s) 67
			Teacher Only	Narrative	27 01031 149204		sourced dRH	
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None 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	Teacher Only Student/Teacher	None Narrative	9781531137175 9781531149284	15	Student Edition: Paragraph before Key Point	Student Edition, page(s) 15
эминги и ехрества го:	academic and public settings		Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	16	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 16
			Student/Teacher	Activity	0701531137175	186	Student Edition: Research Online #3	Student Edition, page(s) 186
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	17	Student Edition: In the Media #2	Student Edition, page(s) 17
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	385	Student Edition: Key Point	Student Edition, page(s) 385
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	9781531137175 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	9781531137175	61	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 61
					0791531140394		***	
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284 9781531137175	198	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 198
			Student/Teacher	Activity	9781531149284 9781531137175	70	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 70
			Student/Teacher	Narrative	9781531137175 9781531149284	306	Student Edition: Responding to the Kritik: paragraph 1	Student Edition, page(s) 306
			reacher Only	warrabye				

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
nnomicage and owns carement		D. C. Linder	Kem Type	Onadion Type	Component 10214		bescription of the specific retation	Type min to the location of electronic programs
			Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	6.0 million and the same of th	Student/Teacher	Narrative	9781531137175 9781531149284	15	Out of Edward Later was the form Man Daire	Charlest Edition annuals) 45
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	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	16	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 16
			Student/Teacher	Activity	9781531137175	186	Student Edition: Research Online #3	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531149284 9781531137175	385	Student Edition: Key Point	Student Edition, page(s) 385
			Teacher Only	Narrative	9781531149284			
			Teacher Only Teacher Only	Activity 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 	(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	9781531149284 9781531137175 9781531149284	366	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 366
			Teacher Only	Narrative	9/81531149284			
			Teacher Only Teacher Only	Activity 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: Apply 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	5/01031145204			
			Teacher Only Teacher Only	Activity 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 9781531137175	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	5/01031145204			
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None 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 Teacher Only	Activity None				
			Teacher Only	None 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	Teacher Only Student/Teacher	None 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 Teacher Only	Activity None				
			Teacher Only Teacher Only	None None				
			reacher Only	rvone				
(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 9781531137175	190	Student Edition: Propositions of Value: paragraphs 1 and 2	Student Edition, page(s) 190
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	198	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 198
			Student/Teacher	Narrative	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	Charlest Farmanish and	Breakout		Clarater Torre	CICDN		December of the second leading	
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
					9781531137175			
			Student/Teacher	Narrative	9781531137175	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 Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None None				
			reacher 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
21.1					9781531137175			
			Student/Teacher	Activity	9781531149284 9781531137175	185	Student Edition: Apply Key Ideas #3 Student Edition: Chapter 13. Case Construction for Non-Policy	Student Edition, page(s) 185
			Student/Teacher	Narrative	9781531137175 9781531149284 9781531137175	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	5701057143204			
			Teacher Only Teacher Only	Activity 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
skills for debating propositions of value. The student is expected to:	negative cases						Debate and Key Point 200	
			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	9781531149284 9781531137175 9781531149284	276	Student Edition: Last paragraph before Key Point	Student Edition, page(s) 276
			Student/Teacher	Activity		198	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 198
			Teacher Only	Narrative	9781531137175 9781531149284	150	Student Edition. Apply Rey steas #5	Student Edition, page(5) 196
			Teacher Only	Activity				
			Teacher Only Teacher Only	None None				
			Teacher Only	None				
(3) Propositions of value. The student develops and demonstrates	(F) develop and use valid approaches to construct affirmative and				9781531137175			
(3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to:	negative cases	(iii) use valid approaches to construct affirmative cases	Student/Teacher	Narrative	9781531149284	175–177	Student Edition: Sample Affirmative Brief: paragraph, plus brief	Student Edition, page(s) 175–177
			Student/Teacher	Activity	9781531137175	185	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 185
			Student/Teacher	Narrative	9781531149284 9781531137175	178-179	Student Edition: Layout of the Plan and Stock Issues: paragraph, plus	Student Edition, page(s) 178–179
					9781531149284 9781531137175		outline Student Edition: An Outline of a Comparative Advantage Case:	
			Student/Teacher	Narrative	9781531149284 9781531137175	179–182	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 Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None None				
(3) Propositions of value. The student develops and demonstrates					9781531137175			
(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 LincolnDouglas Debate	Student Edition, page(s) 277–278
			Student/Teacher		9781531137175	237		
				Activity	9781531149284 9781531137175 9781531149284		Student Edition: Apply Key Ideas #2	Student Edition, page(s) 237
			Student/Teacher	Narrative	9781531149284	264	Student Edition: Counterplans	Student Edition, page(s) 264
			Student/Teacher	Narrative	9781531137175 9781531149284 9781531137175	267	Student Edition: Kritiks	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 Teacher Only	Activity 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
Same for Securing propositions of value. The student is expected to:	YMNA	TAPAGE .			9781531149284			
			Student/Teacher	Activity	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	405	Student Edition: Speaker Responsibilities 1st paragraph	Student Edition, page(s) 405
		l .		Narrative	9781531149284			
			Teacher Only					
			Teacher Only	Activity				
			Teacher Only Teacher Only Teacher Only	Activity None None				
			Teacher Only Teacher Only	Activity None				
(3) Propositions of value. The student develops and demonstrates	(H) construct briefs for value propositions	(i) construct briefs for value organisions.	Teacher Only Teacher Only Teacher Only Teacher Only	Activity None None None	9781531137175	190	Student Edition: Procesitions of Valuer narannanh 1	Student Edition, page(s) 190
(3) Propositions of value. The student develops and demonstrates stills for debating propositions of value. The student is expected to	(H) construct briefs for value propositions	(i) construct briefs for value propositions	Teacher Only Teacher Only Teacher Only	Activity None None	9781531149284	190	Student Edition: Propositions of Value: paragraph 1	Student Edition, page(s) 190
(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	Teacher Only Teacher Only Teacher Only Teacher Only	Activity None None None	9781531149284	190	Studert Edition: Propositions of Value: paragraph 1 Studert Edition: Apply Key Mass #6	Student Edition, page(s) 190. Student Edition, page(s) 198.
(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	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Activity None None None None None	9781531149284 9781531137175 9781531149284 9781531137175			
(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	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Activity None None None None Narrative	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531137175	198	Student Edition: Apply Key Ideas #6 Student Edition: End of column 1	Student Edition, page(s) 198 Student Edition, page(s) 323
(3) Propositors 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	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Activity None None None None None Narrative Activity Narrative Narrative	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531149284	198 323 360-361	Student Edition: Apply Key Ideas #6 Student Edition: End of column 1 Student Edition: 23.3 Philosophers and Value Debate	Student Edition, page(s) 198 Student Edition, page(s) 323 Student Edition, page(s) 360-361
(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	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Colly Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Activity None None None None Narrative Activity Narrative Narrative Activity	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531137175	198 323	Student Edition: Apply Key Ideas #6 Student Edition: End of column 1	Student Edition, page(s) 198 Student Edition, page(s) 323
(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	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Activity None None None None None Narrative Activity Narrative Activity Narrative Activity Narrative Activity	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531149284	198 323 360-361	Student Edition: Apply Key Ideas #6 Student Edition: End of column 1 Student Edition: 23.3 Philosophers and Value Debate	Student Edition, page(s) 198 Student Edition, page(s) 323 Student Edition, page(s) 360-361
(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	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	Activity None None None None Activity Narrative Activity Narrative Activity Activity Activity Activity Activity Narrative Activity None	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531149284	198 323 360-361	Student Edition: Apply Key Ideas #6 Student Edition: End of column 1 Student Edition: 23.3 Philosophers and Value Debate	Student Edition, page(s) 198 Student Edition, page(s) 323 Student Edition, page(s) 360-361
(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	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Activity None None None None None Narrative Activity Narrative Activity Narrative Activity Narrative Activity	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531149284	198 323 360-361	Student Edition: Apply Key Ideas #6 Student Edition: End of column 1 Student Edition: 23.3 Philosophers and Value Debate	Student Edition, page(s) 198 Student Edition, page(s) 323 Student Edition, page(s) 360-361
			Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity None None None None None Activity Narrative Activity Narrative Narrative Narrative Narrative Narrative Narrative None None None	9781531149284 9781531149284 9781531149284 9781531149284 9781531149284 9781531149284 9781531149284 9781531149284	198 323 360-361 366	Student Edition: Apply Key Meas #6 Student Edition: End of column 1 Student Edition: 23.3 Philosophers and Value Debate Student Edition: Apply Key Meas #7, #4	Student Editor, page (s) 198 Student Editor, page (s) 322 Student Editor, page (s) 366 Student Editor, page (s) 366
(3) Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: (3) Propositions of value. The student develops and demonstrates skills for debating 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 (H) construct briefs for value propositions (H) construct briefs for value propositions	(i) construct briefs for value propositions (i) construct briefs for value propositions (i) apply voting criteria to value propositions	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity None None None None None Activity Activity Narrative Activity Activity Narrative Activity Narrative Activity Narrative None	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531149284	198 323 360-361	Student Edition: Apply Key Ideas #6 Student Edition: End of column 1 Student Edition: 23.3 Philosophers and Value Debate	Student Edition, page(s) 198 Student Edition, page(s) 323 Student Edition, page(s) 360-361
			Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity None None None None None Activity Narrative Activity Narrative Narrative Narrative Narrative Narrative Narrative None None None	9781531142284 9781531137775 9781531140284 9781531140284 9781531140285 9781531140285 9781531140284 9781531140284 9781531140284	198 323 360-361 366	Student Edition: Apply Key Meas #6 Student Edition: End of column 1 Student Edition: 23.3 Philosophers and Value Debate Student Edition: Apply Key Meas #7, #4	Student Editor, page (s) 198 Student Editor, page (s) 322 Student Editor, page (s) 360 Student Editor, page (s) 366

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	9781531149284 9781531137175 9781531149284	367	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 367
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	322-323	Student Edition: The Second Affirmative Rebuttal, The Negative Rebuttal	Student Edition, page(s) 322-323
			Teacher Only	Narrative	9701031149204		Redutal	
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None 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 9781531137175	158–165	Student Edition: 11.3 Issues and Stock Issues	Student Edition, page(s) 158–165
			Student/Teacher	Activity	9781531149284	223	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 223
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	169	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 169
			Student/Teacher	Narrative	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 Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	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
ania or debaing propositions or purey. The suddent a expected to.	Case Constitution and Constitution		Student/Teacher	Activity	9781531137175 9781531149284	237–238	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 237–238
-			Student/Teacher	Narrative	9781531137175	264	Student Edition: Paragraph before Key Point	Student Edition, page(s) 264
			Student/Teacher	Narrative	9781531149284 9781531137175	242-256	Student Edition: 16.2 Topicality, 16.3 Disadvantages, 16.4	Student Edition, page(s) 242–256
			Student/Teacher	Activity	9781531149284 9781531137175	262	Significance/Harms, 16.5 Other Negative Strategies Student Edition: Research Online #2	Student Edition, page(s) 262
			Teacher Only	Narrative	9781531149284	202	Goden Editor. Research Office #2	Ottoorn Edition, page(3) 202
			Teacher Only Teacher Only	Activity 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	235	Student Edition: Key Point box	Student Edition, page(s) 235
			Student/Teacher	Narrative	9781531149284 9781531137175	241–242	Student Edition: Last paragraph before Key Point box	Student Edition, page(s) 241–242
			Student/Teacher	Activity	9781531149284 9781531137175	262	Student Edition: Research Online #2	Student Edition, page(s) 262
			Teacher Only	Narrative	9781531149284			
			Teacher Only Teacher Only	Activity None				
			Teacher Only	None				
(4) Propositions of policy. The student develops and demonstrates	(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	Teacher Only Student/Teacher	None Narrative	9781531137175 9781531149284	175	Student Edition: Developing the Case: paragraphs 1,2,3	Student Edition, page(s) 175
skills for debating propositions of policy. The student is expected to:	amirmative and negative cases		Student/Teacher	Activity	9781531137175	169	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 169
			Student/Teacher	Narrative	9781531149284 9781531137175	202	Student Edition: flow chart	Student Edition, page(s) 202
			Student/Teacher	Narrative	9781531137175 9781531149284 9781531137175	179-181	Student Edition: An Outline of a Comparative Advantage Case:	Student Edition, page(s) 179–181
			Student/Teacher	Activity	9781531149284 9781531137175	170	paragraph, plus outline Student Edition: Apply Key Ideas #10	Student Edition, page(s) 170
			Teacher Only	Narrative	9781531149284		Goden Lander. Poppy ray salas #10	Goodin College, page(3) 170
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	9781531149284 9781531137175 9781531149284	245-246	Student Edition: Extra Topicality of Plans: paragraph 1	Student Edition, page(s) 245–246
			Student/Teacher	Narrative	9781531137175	248-257	Student Edition: Each section (16.3, 16.4, 16.5) offers different	Student Edition, page(s) 248–257
			Student/Teacher	Activity	9781531149284 9781531137175	261	strategies Student Edition: Apply Key Ideas #1	Student Edition, page(s) 261
			Teacher Only	Narrative	9781531149284	201		
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	9781531149284 9781531137175 9781531149284	175	Student Edition: First full paragraph in column 2	Student Edition, page(s) 175
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	198	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 198
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	34	Student Edition: Key Point	Student Edition, page(s) 34
			Teacher Only	Narrative	9/61031149284			
			Teacher Only Teacher Only	Activity 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				9781531137175 9781531149284			

Knowledge and Skills Statement	Student Expectation	Breakout	Hom Tuno	Citation Type	Component ISBN	Baga (a)	Description of the specific location	Hyperlink to the location for electronic programs
Knowledge and Skills Statement	Student Expectation	breakout	Item Type	Citation Type	Component ISBN	Page (s)	Description of the specific location	nyperiink to the location for electronic programs
			Student/Teacher		9781531137175			Student Edition, page(s) 198
			Student/Teacher	Activity	9781531149284	198	Student Edition: Apply Key Ideas #1	
					9781531149284 9781531137175	237–238	Student Edition: Extra Topicality of Plans: first full paragraph	Student Edition, page(s) 245–246 Student Edition, page(s) 237–238
			Student/Teacher	Activity	9781531149284 9781531137175		Student Edition: Apply Key Ideas #5	
			Student/Teacher Teacher Only	Activity Narrative	9781531149284	261	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 261
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	261	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 261
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	245	Student Edition: Key Point box	Student Edition, page(s) 245
			Student/Teacher	Narrative	9781531137175	247-248	Student Edition: Last paragraph and example in text box	Student Edition, page(s) 247–248
			Student/Teacher	Activity	9781531149284 9781531137175	261	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 261
			Teacher Only	Narrative	9781531149284		117. 3	
			Teacher Only Teacher Only	Activity 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	9701031140204			
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None 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 Teacher Only	Narrative				
			Teacher Only	Activity None				
			Teacher Only Teacher Only	None 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		9781531137175	115	Student Edition: In the Media	
				Activity	9781531149284 9781531137175			Student Edition, page(s) 115
			Student/Teacher	Narrative	9781531149284 9781531137175	125	Student Edition: Key Point	Student Edition, page(s) 125
			Student/Teacher	Activity	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 Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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. of 8.1)	Student Edition, page(s) 102–105
			Student/Teacher	Narrative	9781531137175 9781531149284	125	Student Edition: Key Point	Student Edition, page(s) 125
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	131	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 131.
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	111	Student Edition: Watch It	Student Edition, page(s) 111
			Student/Teacher	Activity	9781531149284 9781531137175	114	Student Edition: Apply Key Ideas #1C	Student Edition, page(s) 114
			Student/Teacher	Narrative	9781531149284 9781531137175	336	Student Edition: Key Point	Student Edition, page(s) 336
			Student/Teacher	Narrative	9781531149284 9781531137175	345	Student Edition: Research Online 2.b	Student Edition, page(s) 345
			Teacher Only	Narrative	9781531149284			
			Teacher Only Teacher Only	Activity None				
			Teacher Only	None				

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	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
				Topobor Only	None				
Part	(C) Lock The student and the state of the st					0704504407475			
	(s) Logic. The student applies critical trinking, logic, and reasoning in debate. The student is expected to:	(B) identify tallacies in reasoning and apply standards or validity and relevancy in analyzing and constructing argument	(ii) apply standards of validity in analyzing argument	Student/Teacher	Narrative	9781531137175	102-103	Student Edition: 8.1–8.2, note 2nd paragraph of 8.1	Student Edition, page(s) 102–103
				Student/Teacher	Activity		115	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 115
				Student/Teacher		9781531137175		Student Edition: Types of Reasoning, At the end of each type, a	
				Student/Teacher	Activity	9781531149284 9781531137175 0791531140394	115	Student Edition: Research Online #2	
Part						9781531137175		Student Edition: 1st complete paragraph, 2nd col, and Key Point	
Part				Teacher Only		9/81531149284			
				Teacher Only Teacher Only	Activity None				
				Teacher Only					
				reacher 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	185	Student Edition: Apply Key Ideas #3V	Student Edition, page(s) 185
						9781531149284 9781531137175		117 7	
						9781531137175			
						9781531137175			
				Teacher Only		9781531149284			
				Teacher Only	Activity				
				Teacher Only					
Secondary Seco				Teacher Only	None				
Company Comp	(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	336	Student Edition: 1st complete paragraph, 2nd col, and Key Point	Student Edition, page(s) 336
				Student/Teacher	Activity	9/6103113/1/0	344	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 344
				Teacher Only	Narrative	5701037143204			
The control of the					Activity None				
Company Comp									
Manufact				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			9781531149284			
				Student/Teacher	Activity	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
The first The				Student/Teacher	Narrative		106	Student Edition: Tests of Relevance	Student Edition, page(s) 106
						9781531137175 9781531149284	186	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 186
Companies Comp				Teacher Only					
Company Comp				Teacher Only	None				
Accordance Part Accordance Accordanc				Teacher Only Teacher Only	None None				
Anter Teacher Company	(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
Anter Teacher Company				Student/Tonobor	April de l	9781531137175	100	Student Edition: Apply Key Mage #6	Sturlant Eritina nana(e) 108
Substitution Subs					-	9781531149284 9781531137175			
Substraction Subs						9781531149284 9781531137175			
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							276	Student Edition: Key Point	Student Edition, page(s) 276
(G) Logic. The student applies critical phristing, logic, and reasoning in clothan confusions. The student applies critical phristing, logic, and reasoning in clothan confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in confusions. The student applies critical phristing, logic, and reasoning in personal, stools, and phristing in personal, stools, and phristing logic, and reasoning in personal, stools, and phristing logic. The student applies confusion in personal, stools, and phristical phristing logic. The student applies confusion in personal,				Teacher Only	Activity				
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Student/Teacher Activity STRESS114000A 286 Student Edition: Apply Key Kess 88 Student Edition: Apply Key Kess 88 Student Edition: Last All prangraph of column 1 Student Edition: paged 152 Student Edition: Last All prangraph of column 1 Student Edition: paged 152 Student Edition: Last All prangraph of column 1 Student Edition: paged 152 Student Edition: Last All prangraph of column 1 Student Edition: paged 152 Student Edition: Last All prangraph of column 1 Student Edition: paged 152 Student Edition: Last All prangraph of column 1 Student Edition: paged 152 Student Edition: Last All prangraph of column 1 Student Edition: paged 152 Student Edition: Last All prangraph of column 1 Student Edition: paged 152 Student Ed				Teacher Only					
Subsert Factor City Subsert Factor City Subsert Factor City Narraive Subsert Factor City Narraive Factor City None Factor City	(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
Suderil Teacher Name				Student/Teacher	Activity	9781531137175	286	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 286
Suders Teacher Activity 97853113775 97853113775 324 Studers Edition: Apply Key Neas #3 Studers Edition, Dagnet 3 270 Studers Edition: Key Print Studers Edition (Key Print Studers Edition (Key Print Studers Edition) (Key Print Studers Edition (Key Print Studers Edition (Key Print Studers Edition) (Key Print Studers Edition) (Key Print Studers Edition (Key Print Studers Edition) (Key Print Studers Edition) (Key Print Studers Edition) (Key Print Studers Edition (Key Print Studers Edition) (Key Print Stud				Student/Teacher	Narrative	9781531137175	192	Student Edition: Last full paragraph of column 1	
Student/Teacher Narrative 9781531140284 324 Student Edition: Key Print Student Edition, pagets 1224 Teacher Only Narrative 9781531140284 324 Student Edition: Key Print Student Edition, pagets 1224 Teacher Only None Teacher Only Student Teacher Only Student Teacher Only Student Teacher Teacher Only Student Teacher Teacher Only Student Teacher Only Student Teacher Teacher Only Student Teach						9781531137175			
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Teacher Only None Teacher Only None Teacher Only None Teacher Only None (5) Logic: The student applies critical thinking, logic, and reasoning in political conflicts (6) Logic: The student applies critical thinking, logic, and reasoning in political conflicts (7) Logic: The student applies critical thinking, logic, and reasoning in political conflicts (8) Logic: The student applies critical thinking, logic, and reasoning in political conflicts (9) analyze the role of value assumptions in political conflicts (9) Student Teacher (1) Student Teacher (2) Analyze (3) Student Edition: Last paragraph (3) Student Edition: Last paragraph (3) Student Edition: Last paragraph (4) Student Edition: Apply Key Ideas 88 (5) Student Edition: Apply Key Ideas 88 (5) Student Edition: Apply Key Ideas 88 (6) Student Edition: Apply Key Ideas 88 (7) Student Edition: Last III paragraph of column 1 (7) Student Edition: Apply Key Ideas 83 (7) Student Edition: Key Point (7) Student Edition: Apply Key Ideas 83 (7) Stu						9781531149284	32-4	manuscommunity (Maria	ALBERTA BRANCH SECTION OF THE SECTIO
Teacher Only None (5) Logic. The student applies critical thinking, logic, and reasoning in personal, social, and political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assumptions in political conflicts (iii) analyze the role of value assu				Teacher Only	Activity				
Student Stud				Teacher Only	None				
Student Stud				Teacher Only	None				
StudentTeacher	(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	9781531149284	355	Student Edition: Last paragraph	Student Edition_page(s) 355
Suderit Tescher				Student/Teacher	Activity		286	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 286
Student/Teacher Activity 97855113775 97855113775 978551140784 270 Student Edition: Apply Key Meas #3 Stude				Student/Teacher	Narrative	9781531137175 9781531149284	192	Student Edition: Last full paragraph of column 1	Student Edition, page(s) 192
Student/Teischer Narrative 978253142775 978253142775 Student Edition: Key Point Student Edition: Key P				Student/Teacher	Activity	9781531137175	270	Student Edition: Apply Key Ideas #3	
						9781531137175			
Teacher Only Activity						9/81531149284			
				Teacher Only	Activity				

		Breakout						
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 Teacher Only	None 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	80	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 80
			Student/Teacher	Narrative	9781531149284 9781531137175	46	Student Edition: Internet Ethics	Student Edition, page(s) 46
			Teacher Only	Narrative	9781531149284			
			Teacher Only Teacher Only	Activity 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 9781531137175	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	9781531149284 9781531137175 9781531149284	90	Student Edition: Processing Evidence: paragraphs 1 and 2	Student Edition, page(s) 90
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	296	Student Edition: Top of column 1	Student Edition, page(s) 296
			Teacher Only	Narrative	5701551145204			
			Teacher Only Teacher Only	Activity None				
			Teacher Only	None				
			Teacher Unity	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 9781531137175	46	Student Edition: Internet Ethics	Student Edition, page(s) 48
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	49	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 49
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	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	5751551143254			
			Teacher Only Teacher Only	Activity None				
			Teacher Only	None None				
			Teacher Unity	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 9781531137175	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 9781531137175	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 Teacher Only	Activity None				
			Teacher Only Teacher Only	None 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	Student/Teacher	Narrative	9781531137175 9781531149284	106–108	Student Edition: Tests of Evidence and Key Point	Student Edition, page(s) 106–108
student is expected to:	appropriate logical proofs	proofs	Student/Teacher	Activity	9781531137175	100	Student Edition: Apply Key Ideas #10	Student Edition, page(s) 100
			Student/Teacher	Narrative	9781531149284 9781531137175	203	Student Edition: Step One: Identify Key Issues	Student Edition, page(s) 203
			Student/Teacher	Activity	9781531149284 9781531137175	223	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 223
			Student/Teacher	Narrative	9781531149284 9781531137175	223 85	Student Edition: Apply Key Ideas #6 Student Edition: Last full paragraph, plus chart	Student Edition, page(s) 223 Student Edition, page(s) 85
			Student/Teacher Teacher Only	Narrative Narrative	9781531149284	40	Gossan Edition. Last foil paragraph, plus chart	MODERN CHRONE (MYRIS) ON
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	9781531149284 9781531137175 9781531149284	203	Student Edition: Step One: Identify Key Issues	Student Edition, page(s) 203
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	225	Student Edition: Research Online #2	Student Edition, page(s) 225
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	318	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 318
			Teacher Only	Narrative	9701031149204			
			Teacher Only Teacher Only	Activity 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	Teacher Only Student/Teacher	None Narrative	9781531137175 9781531149284	73	Student Edition: Ethical Research Guidelines	Student Edition, page(s) 73
			Student/Teacher	Activity	9781531137175	99	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 99
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	185	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 185
			Student/Teacher	Narrative	9781531137175	295	Student Edition: Extending Issues: paragraph 1	Student Edition, page(s) 295
			Student/Teacher	Narrative	9781531149284 9781531137175	90	Student Edition: Key Point and Source Citations	Student Edition, page(s) 90
					9781531149284			and kenderin an

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				,				.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
			Teacher Only	Narrative				
			Teacher Only Teacher Only	Activity 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	(ii) demonstrate skill in organizing information	Student/Teacher	Narrative	9781531137175 9781531149284	92-94	Student Edition: Filling Evidence (1st paragraph and following) and Briefing	Student Edition, page(s) 92-94
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	99	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 99
			Student/Teacher	Narrative	9781531137175 9781531149284	175–177	Student Edition: A Sample Affirmative Brief: paragraph and sample brief	Student Edition, page(s) 175–177.
			Student/Teacher	Narrative	9781531137175 9781531149284	235-236	Student Edition: Negative Bloc	Student Edition, page(s) 235–236
			Student/Teacher	Activity	9781531137175 9781531149284	223	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 223
			Teacher Only	Narrative				
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None None				
				14016				
(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	9781531137175 9781531149284 9781531137175	47–48	Student Edition: Last paragraph of 47 through table with bulleted list	Student Edition, page(s) 47–48
			Student/Teacher	Activity	9781531149284	49	Student Edition: Research Online #1	Student Edition, page(s) 49
			Student/Teacher	Narrative	9781531137175 9781531149284	397	Student Edition: Rules of Evidence	Student Edition, page(s) 397
			Student/Teacher	Narrative	9781531137175 9781531149284	73	Student Edition: Ethical research guildelines	Student Edition, page(s) 73
			Student/Teacher	Activity	9781531137175 9781531149284	81	Student Edition: Research Online #9	Student Edition, page(s) 81
			Teacher Only	Narrative				
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None None				
			reacher Only	Notice				
(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	9781531137175 9781531149284	48	Student Edition: Table with bulleted list	Student Edition, page(s) 48
			Student/Teacher	Activity	9781531137175 9781531149284	49	Student Edition: Research Online #1	Student Edition, page(s) 49
			Student/Teacher	Narrative	9781531137175 9781531149284	418	Student Edition: List in text box	Student Edition, page(s) 418
			Student/Teacher	Activity	9781531137175 9781531149284	89	Student Edition: On File	Student Edition, page(s) 89
			Student/Teacher	Activity	9781531137175 9781531149284	81	Student Edition: Research Online #9	Student Edition, page(s) 81
			Teacher Only	Narrative				
			Teacher Only Teacher Only	Activity None				
			Teacher Only Teacher Only	None				
				None	9781531137175			
(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	9781531137175 9781531149284 9781531137175	158	Student Edition: Role and Responsibilities of the Affirmative Case: paragraph 1	Student Edition, page(s) 158
			Student/Teacher	Activity	9781531149284	186	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531137175 9781531149284	207-208	Student Edition: Introduction: First paragraph	Student Edition. page(s) 207–208
			Student/Teacher	Activity	9781531137175 9781531149284	171	Student Edition: Reflect on the Essential Question	Student Edition, page(s) 171
			Student/Teacher	Activity	9781531137175 9781531149284	120	Student Edition: Organizing the Flowsheet and Key Point box	Student Edition, page(s) 120
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	9781531137175 9781531149284	236	Student Edition: Negative Position	Student Edition, page(s) 236
			Student/Teacher	Activity	9781531137175	132	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 132
			Student/Teacher	Narrative	9781531149284 9781531137175	132		Student Edition, page(s) 132 Student Edition, page(s) 120
			Student/Teacher Student/Teacher		9781531149284 9781531137175	233	Student Edition: Organizing the Flowsheet and Key Point box	Student Edition, page(s) 120 Student Edition, page(s) 233
			Student/Teacher	Narrative Activity	9781531149284 9781531137175	233	Student Edition: Introduction to the Negative: paragraphs 1 and 2	
			Student/Teacher Teacher Only	Activity Narrative	9781531149284	261	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 261
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	9781531137175 9781531149284	158	Student Edition: Role and Responsibilities of the Affirmative Case: paragraph 2	Student Edition, page(s) 158
			Student/Teacher	Activity	9781531137175 9781531149284	186	Student Edition: Apply Key Ideas #9	Student Edition, page(s) 186
			Student/Teacher	Activity	9781531137175 9781531149284	171	Student Edition: Reflect on the Essential Question	Student Edition, page(s) 171
			Student/Teacher	Narrative	0781531137175	207-208	Student Edition: Introduction: First paragraph	Student Edition, page(s) 207–208
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	120	Student Edition: Organizing the Flowsheet and Key Point box	Student Edition, page(s) 120
			Teacher Only	Narrative	3/01031143204			
			Teacher Only Teacher Only	Activity 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	9781531137175 9781531149284	236	Student Edition: Negative Position	Student Edition, page(s) 236
			Student/Teacher	Activity	9781531137175 9781531149284	132	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 132
			Student/Teacher	Narrative	9781531137175	313	Student Edition: First Negative Rebuttal	Student Edition, page(s) 313
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	233	Student Edition: Introduction to the Negative: paragraphs 1 and 2	Student Edition, page(s) 233
				J.	9/61031149284			·

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
Kilowieuge and Skills Statement	Student Experiation	Beakout	кеш туре	Citation Type	Component ISBN	rage (s)	Description of the specific location	riyperillik to the location for electronic programs
			Student/Teacher	A =1:-/a	9781531137175	201	Charles F. Ware Area March 1991	Student Edition, page(s) 261
			Teacher Only	Activity Narrative	9781531149284	261	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 261.
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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 9781531137175	173-174	Student Edition: Selecting Arguments for an Affirmatie 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	185	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 185
			Teacher Only	Narrative	9781531149284			
			Teacher Only Teacher Only	Activity 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 #8	Student Edition, page(s) 186
			Student/Teacher	Narrative	9781531137175	175–177	Student Edition: Final paragraph of 175 and the brief that follows	Student Edition, page(s) 175–177
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	181–182	Student Edition: Outline and paragraphs immediately before and after	Student Edition, page(s) 181–182
			Teacher Only	Narrative	9/81531149284			
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	179–181	Student Edition: An Outline of a Comparative Advantage Case:	Student Edition, page(s) 179–181
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	198	paragraph, plus outline Student Edition: Apply Key Ideas #3	Student Edition, page(s) 198
			Teacher Only	Narrative	9781531149284	198	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 196
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	237	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 237
			Student/Teacher	Activity	9781531149284 9781531137175	238	Student Edition: Research Online	Student Edition, page(s) 238
			Student/Teacher	Narrative	9781531149284 9781531137175	236	Student Edition: Negative Position	Student Edition, page(s) 236
			Teacher Only	Narrative	9781531149284	250	oraders Edition, registre i deserr	Codden Control, page (3) 200
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	9781531149284 9781531137175 9781531149284	151	Student Edition: Unit 1 Project, 2nd paragraph	Student Edition, page(s) 151
			Student/Teacher	Narrative	9781531137175	335	Student Edition: Listen Critically	Student Edition, page(s) 335
			Teacher Only	Narrative	9781531149284			
			Teacher Only Teacher Only	Activity 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	9781531149284 9781531137175 9781531149284	132	Student Edition: In the Media #1	Student Edition, page(s) 132
			Student/Teacher	Narrative	9781531149284 9781531137175 9781531149284	297	Student Edition: Attacking Negative Evidence	Student Edition, page(s) 297
			Teacher Only	Narrative	57 01001 140204			
			Teacher Only Teacher Only	Activity 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
					3701001173207	•		

Knowledge and Skills Statement	Charles Francisco	Breakout	Barra Tarra	Clarklan Tura	C		Developing of the smaller benefits	the selled to the benefit of the destroyle account
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
					9781531137175			
			Student/Teacher	Activity	9781531137175	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 Teacher Only	Narrative Activity				
			Teacher Only	Activity None				
			Teacher Only Teacher Only	None None				
			reacher 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
					9781531137175			
			Student/Teacher	Activity	9781531149284 9781531137175	309	Student Edition: Apply Key Ideas #3	Student Edition, page(s) 309
			Student/Teacher	Narrative	9781531137175 9781531149284 9781531137175	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	5701051143204			
			Teacher Only Teacher Only	Activity 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
argumentation and relutation. The student is expected to:	detending arguments							
			Student/Teacher	Activity	9781531137175 9781531149284	238	Student Edition: Apply Key Ideas #8	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	9781531149284 9781531137175 9781531149284	296	Student Edition: 2nd para under Organize and be bear and	Student Edition, page(s) 296
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	261	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 261
			Teacher Only	Narrative	9781531149284	201	Student Edition. Apply Rey ideas #0	Stoden Edition, page(5) 201
			Teacher Only	Activity				
			Teacher Only Teacher Only	None None				
			Teacher Only	None				
(8) Refutation. The student identifies and applies the basic concepts of	(C) analyze and apply a variety of approaches for refuting and		Student/Teacher	Narrative	9781531137175	296	Student Edition: Key Point and following two paragraphs	Student Edition, page(s) 296
(8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to:	defending arguments	(iv) apply a variety of approaches for defending arguments	Student/Teacher	Narrative	9781531149284	296	Student Edition: Key Point and following two paragraphs	Student Edition, page(s) 296
			Student/Teacher	Activity	9781531137175	238	Student Edition: Apply Key Ideas #8	Student Edition, page(s) 238
			Student/Teacher	Narrative	9781531149284 9781531137175	106	Student Edition: Tests of Evidence	Student Edition, page(s) 106
					9781531149284 9781531137175			
			Student/Teacher	Activity	9781531149284 9781531137175	309	Student Edition: Apply Key Ideas #3	Student Edition_page(s) 309
			Student/Teacher	Narrative	9781531137175	302	Student Edition: Defending Topicality	Student Edition, page(s) 302
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None None				
(8) Refutation. The student identifies and applies the basic concepts of					9781531137175			
(a) Retutation. 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	331–341	Student Edition: 22.2 through Key Point	Student Edition, page(s) 331–341
			Student/Teacher	Activity	9781531137175	132	Student Edition: Apply Key Ideas #9	Out of Edition and Colors
					9781531149284 9781531137175 9781531149284			Student Edition, page(s) 132
			Student/Teacher	Narrative	9781531149284 9781531137175	419	Student Edition: Cross-Examination	Student Edition. page(s) 419
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	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 Teacher Only	Narrative 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
					9781531137175			
			Student/Teacher	Activity	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
				Narrative				
			Teacher Only					
			Teacher Only	Activity				
			Teacher Only Teacher Only Teacher Only					
			Teacher Only Teacher Only	Activity None				
(8) Refusation. The student identifies and applies the basic concepts of	(E) extend cross-examination responses into refutation	(i) extend cross-examination responses into refutation	Teacher Only Teacher Only Teacher Only	Activity None	9781531137175 9781531140284	335-336	Student Edition: Utilize Cross-Examination Material	Student Edition, page(s) 335-336
(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	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Activity None None None None None	9781531149284			
(8) Relutation. 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	Teacher Only Teacher Only Teacher Only Teacher Only	Activity None None None	9781531149284	344	Studers Edition: Utilize Cross-Examination Material Studers Edition: Apply Key Meas #4	Student Edition, page(s) 335-336 Student Edition, page(s) 344
(8) Relutation. The shudert identifies and applies the basic concepts of argumentation and relutation. The shudert is expected to:	(E) extend cross-examination responses into refutation	(i) extend cross-examination responses into refutation	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Activity None None None None None	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284			
(6) 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	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher	Activity None None None Narrative Activity	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531137175	344	Student Edition: Apply Key Ideas #4	Student Edition, page(s) 344
(8) Relutation. The student identifies and applies the basic concepts of argumentation and refullation. The student is expected to:	(E) extend cross-examination responses into refutation	(i) extend cross-examination responses into refutation	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Activity None None None None None Activity Activity Narrative Narrative	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531137175 9781531149284	344 336 419	Student Edition: Apply Key Ideas #4 Student Edition: Strategic Uses of Questions, esp. paragraph 3 Student Edition: Top of column two	Student Edition, page(s) 344 Student Edition, page(s) 336 Student Edition, page(s) 419
(8) Refusation. The shudent identifies and applies the basic concepts of argumentation and refusation. The shudent is expected to:	(E) extend cross-examination responses into refutation	(i) extend cross-examination responses into refutation	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher	Activity None None None None None None Narrative Activity Narrative Activity Activity Activity	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531137175	344 336	Student Edition: Apply Key Ideas #4 Student Edition: Strategic Uses of Questions, esp. paragraph 3	Student Edition, page(s) 344 Student Edition, page(s) 336
(6) Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to:	(E) extend cross-oxamination responses into refutation	(i) extend cross-examination responses into refutation	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Studenul Teacher Studenul Teacher Studenul Teacher Studenul Teacher Studenul Teacher Teacher Only Teacher Only Teacher Only	Activity None None None None None Activity Activity Narrative Activity Activity Activity Activity Activity Activity Activity Activity	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531137175 9781531149284	344 336 419	Student Edition: Apply Key Ideas #4 Student Edition: Strategic Uses of Questions, esp. paragraph 3 Student Edition: Top of column two	Student Edition, page(s) 344 Student Edition, page(s) 336 Student Edition, page(s) 419
(8) Revisation. 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	Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Student/Teacher	Activity None None None None Activity Narrative Activity Narrative Activity Activity Activity Activity Activity Narrative Activity Narrative	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531137175 9781531149284	344 336 419	Student Edition: Apply Key Ideas #4 Student Edition: Strategic Uses of Questions, esp. paragraph 3 Student Edition: Top of column two	Student Edition, page(s) 344 Student Edition, page(s) 336 Student Edition, page(s) 419
	(E) extend cross-examination responses into refutation	(i) extend cross-examination responses into refutation	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only StudenUTeacher StudenUTeacher StudenUTeacher StudenUTeacher StudenUTeacher StudenUTeacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity None None None None None Activity Activity Narrative Activity Activity Activity Activity Activity Activity Activity Activity	9781531149284 9781531137175 9781531149284 9781531137175 9781531149284 9781531137175 9781531149284	344 336 419	Student Edition: Apply Key Ideas #4 Student Edition: Strategic Uses of Questions, esp. paragraph 3 Student Edition: Top of column two	Student Edition, page(s) 344 Student Edition, page(s) 336 Student Edition, page(s) 419
	(A) use precise language and effective verbal skills in argumentation		Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only	Activity None None None None None Activity Narrative Activity None None None	9781531149284 9781531137775 9781531137775 9781531149284 9781531149284 9781531149284 9781531149284 9781531149284 9781531149284	344 336 419	Studers Edition: Apply Key Ideas #4 Studers Edition: Strategic Uses of Questions, esp. paragraph 3 Studers Edition: Top of column two Studers Edition: Apply Key Ideas #2	Student Edition, paged 3 344 Student Edition, paged 3 355 Student Edition, paged 3 419 Student Edition, paged 3 422
(8) Revisation. The student identifies and applies the basic concepts of argumentation and relutation. The student is expected to argumentation and relutation. The student is expected to a concept of argumentation and relutation. The student uses effective communication skills in orbitaling. The student uses effective communication skills in orbitaling. The student is expected to:		(i) extend cross-examination responses into refutation (ii) extend cross-examination responses into refutation (iii) use precise language in argumentation	Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Studenul Teacher Studenul Teacher Studenul Teacher Studenul Teacher Studenul Teacher Studenul Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity None None None None None Activity Activity Activity Activity Activity Activity Activity Narrative Activity Narrative None None	9781531149294 9781531149294 9781531149294 978153115978 9781531149294 9781531149294 9781531149294 9781531149294 9781531149294	344 336 419 422	Student Edition: Apply Key Ideas #4 Student Edition: Strategic Uses of Questions, esp. paragraph 3 Student Edition: Top of column two	Student Edition, page(s) 344 Student Edition, page(s) 336 Student Edition, page(s) 419
	(A) use precise language and effective verbal skills in argumentation		Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only	Activity None None None None None Activity Narrative Activity None None None	9781531149284 9781531137775 9781531137775 9781531149284 9781531149284 9781531149284 9781531149284 9781531149284 9781531149284	344 336 419 422	Studers Edition: Apply Key Ideas #4 Studers Edition: Strategic Uses of Questions, esp. paragraph 3 Studers Edition: Top of column two Studers Edition: Apply Key Ideas #2	Student Edition, pages 3 344 Student Edition, pages 3 345 Student Edition, pages 3 419 Student Edition, pages 3 422

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				
(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	(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
Miowicage and Okins Oldreinein	Olddelli Expediation	Breaken	ikem rype	Onation Type	Gomponent locate	. age (5)	bescription of the specific recution	Type: mix 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
debating. The student is expected to:	and debate						•	
			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	328	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 328
			Teacher Only	Narrative	9781531149284		117 7	
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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	145	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 145
			Student/Teacher	Narrative	9781531149284 9781531137175	135	Student Edition: Key Point	
					9781531149284 9781531137175			Student Edition, page(s) 135
			Student/Teacher	Narrative	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 Teacher Only	Activity 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 9781531137175	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	136	Student Edition: Delivery for the Lay Judge	Student Edition, page(s) 136
			Student/Teacher	Activity	9781531149284 9781531137175	318	Student Edition: Apply Key Ideas #5	Student Edition, page(s) 318
			Teacher Only	Narrative	9781531137175 9781531149284	318	Student Edition: Apply Key Ideas #5	Student Edition, page(8) 318
			Teacher Only Teacher Only	Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	145	Student Edition: Apply Key Ideas #6	Student Edition, page(s) 145
			Student/Teacher	Narrative	9781531149284 9781531137175	413	Student Edition: 1st paragraph, 2nd col.	Student Edition, page(s) 413
			Student/Teacher	Narrative	9781531149284 9781531137175	140		
					9781531149284 9781531137175		Student Edition: Gestures and Movement	Student Edition, page(s) 140
			Student/Teacher	Activity	9781531149284	145	Student Edition: Apply Key Ideas #2	Student Edition, page(s) 145
			Teacher Only Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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	151	Student Edition: Critical Listening for Understanding	Student Edition, page(s) 151
			Student/Teacher	Narrative	9781531149284 9781531137175	113	Student Edition: Key Point	
			Student/Teacher	Narrative	9781531149284 9781531137175			Student Edition, page(s) 113
			+		9781531149284 9781531137175	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 Teacher Only	Narrative Activity				
			Teacher Only	None				
			Teacher Only Teacher Only	None 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 Flowsheets and Computers: paragraph 2	Student Edition. page(s) 125
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	151	Student Edition: Critical Listening for Understanding	Student Edition, page(s) 151
			Student/Teacher	Narrative	9781531149284	118	Student Edition: Flowing and Critical Listening: paragraph 2	Student Edition, page(s) 118
·			Student/Teacher	Activity	9781531137175	131	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 131
			Student/Teacher	Activity	9781531149284 9781531137175 9781531149284	344	Student Edition: Apply Key Ideas #1	Student Edition, page(s) 344
			Teacher Only	Narrative	9/61031149284			
			Teacher Only	Activity				
			Teacher Only Teacher Only	None 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) 48–47
			Student/Teacher	Activity	9781531137175	50	Student Edition: Debate Across the Curriculum: Government	Student Edition, page(s) 50
			Student/Teacher	Narrative	9781531149284 9781531137175	47–48	Student Edition: last paragraph on 147 and chart of ethical guidelines	Student Edition_page(s) 47–48
					9781531149284 9781531137175			
			Student/Teacher	Activity	9781531137175 9781531149284 9781531137175	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 Teacher Only	Narrative Activity				
			Teacher Only	None				

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

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March Marc	(9) Delivery. The student uses effective communication skills in	(D) demonstrate ethical behavior and courtesy during debate	(ii) demonstrate courtesy during debate	Student/Teacher	Narrative	9781531137175	46-47	Student Edition: Courtesy to the Opposing Team and Key Point box	Student Frillion page(s) 48–47
March Marc	debating. The student is expected to:	,,,	1,,						
March Marc						9781531137175 9781531149284			
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March Marc	(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
Part				Student/Teacher	Activity	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
Property of the control of the con				Student/Teacher	Narrative	9781531137175 9781531149284	134	Student Edition: General Guidelines for Delivery: paragraph 1	Student Edition, page(s) 134
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100 Poster in the second processes and second p				Teacher Only	None				
Second companies Second comp				Leacher Only	None				
Manufacture		 (A) use a knowledge of debate principles to develop and apply evaluation standards for various debate formats 				9781531149284			
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				Student/Teacher	Activity	9781531149284	229	Student Edition: Unit Two Project, #1-3	
Company Comp				Student/Teacher	Activity	9781531149284	291	Student Edition: Unit Three Project, #1–3	Student Edition, page(s) 291
Training						9781531137175 9781531149284	326	Student Edition: Top of 2nd col	Student Edition, page(s) 326
Table Of									
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	(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			9781531137175 9781531149284	136	Student Edition: paragraph 3	Student Edition, page(s) 138
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Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Activity Ac				Student/Teacher	Activity	9781531149284	381	Student Edition: In the Media	Student Edition, page(s) 381
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