|  |  |  |
| --- | --- | --- |
| **SCHOOL NAME: Westbury HS** | **Teacher Name: Mayo** | **Subject**: Debate |
| [**Course**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** Debate I, II, III / Honors 8th Period | **Cycle**: 6 Wk 3 | **GRADE LEVEL:** 9-12 | **Title: Congressional Debate** |
| [**L.P. Chart**](Support%20Files/The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | [**Lesson Plan Tips**](Support%20Files/Project%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](Support%20Files/Curriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](Support%20Files/Vertical%20Alignment) | [**HAPG**](Support%20Files/HAPG) | [**Modifications**](Support%20Files/Modifications) |
| **Week of:****04/20-24/2015** | [**OVERVIEW**](OVERVIEW%20of%20Lesson%20Planning.doc) | [**EXPLANATION**](The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | **ASSESSMENTS** |
| [**ENGAGE**](Support%20Files/5%20E%20Model/Engage%20Slide.ppt) | [**EXPLORE**](Support%20Files/5%20E%20Model/Explore%20Slide.ppt) | [**EXPLAIN**](Support%20Files/5%20E%20Model/Explain%20Slide.ppt) | [**ELABORATE**](Support%20Files/5%20E%20Model/ELABORATE%20Slide.ppt) | [**EVALUATE**](Support%20Files/5%20E%20Model/Evaluate%20slide.ppt) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Monday****04/20/2015****EVEN Day** | [TEKS](http://www.tea.state.tx.us/index2.aspx?id=6148): **§110.60. Debate I, II, III, Honors (One to Three Credits). (4) A, B, C, D/ (5) A, B, C / (6) A, B, C, D / (7) A, B, C / (8) A, B, C, D, E / (9) A, B, C, D, E / (10) A, B.** | **Do Now – 10Min****(Stamp Sheet)** | **Direct Instruction – 30 Min** Open class discussion of Parliamentary Procedure and Congressional Debate procedure. | **Guided Practice**Original Idea for Congressional Debate Bill and analysis using the 5 W’s & H, teacher will discuss the aspects individually with students. | **Tests/Quiz** |
| **Learning Target****SW:** Continue discussion on Congressional  debate & Parliamentary Procedure.**SW:** Continue to analyze and develop their individual congressional bill on the topic area of their choosing. | **Scaffolding Questions** | **Differentiated Strategies**Open class discussion and Pro / Con speech construction.Students will be given a random bill and will construct a 3 minute speech of their choice either a Pro or Con. | **Independent Practice – 30 Min**Individual speech construction & Teacher / student discussion of student bill analysis. | **Resources**Teacher materials, Power Point, student laptops. |
| **Lesson /Academic Vocabulary**Solvency, Harms, Inherency, Topicality, Plan, Status Quo, Speech Appeals: Logos, Ethos, Pathos, Parliamentary Procedure, Motion, Chair / PO, Germane. | **Thinking Maps**Bubble Map | **Homework**Preparation for UIL Regional Meet on April 24th & 25th.Pro / Con Speech. | **Accommodations**Oral Instructions, ShortenedAssignments, Guided Practiceand One on One instruction, Extended Time and Verbal Instructions..  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wednesday****04/22/2015** | [TEKS](http://www.tea.state.tx.us/index2.aspx?id=6148): **§110.60. Debate I, II, III, Honors (One to Three Credits). (4) A, B, C, D/ (5) A, B, C / (6) A, B, C, D / (7) A, B, C / (8) A, B, C, D, E / (9) A, B, C, D, E / (10) A, B.** | **Do Now – 10Min****(Stamp Sheet)** | **Direct Instruction – 30 Min**Open class discussion / Teacher led discussion on debate topic. | **Guided Practice**Open class discussion / Teacher led discussion. | **Tests/Quiz**Student Participation. |
| **Learning Target****SW:** Continue to analyze and develop their individual congressional bill on the topic area of their choosing.**SW:** Construct a final draft of their congressional bill to be used in a congress style debate.**If time permits, SW:** view the movie “Mr. Smith goes to Washington.” | **Scaffolding Questions**Various developed questions from student’s bills. | **Differentiated Strategies**Open class discussion and Authorship speech construction. | **Independent Practice – 30 Min**Complete Mr. Smith goes to Washington worksheet.Continue to construct final draft of congressional debate bill. | **Resources**Student laptops, Internet.Teacher Materials. |
| **Lesson /Academic Vocabulary**Topic specific terminology. Solvency, Harms, Inherency, Topicality, Plan, Intrapersonal, Interpersonal, Debate, Argument, Claim, Impact, Constructive, Cross-Examination, Rebuttal, Point of Information, Refute, Case, Evidence. Flowing, Attention Getter, Signposting, Conclusion, Status Quo, Speech Appeals: Logos, Ethos, Pathos, Pathos, Parliamentary Procedure, Motion, Chair / PO, Germane.  | **Thinking Maps**Bubble Map / Flow Sheet | **Re-Teach / Wrap Up****Homework – 20 Min** Preparation for UIL Regional Meet on April 24th & 25th.Finalized formal congressional bill. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..**  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Friday****04/24/2015****Associate Teacher** | [TEKS](http://www.tea.state.tx.us/index2.aspx?id=6148): **§110.60. Debate I, II, III, Honors (One to Three Credits).** **(4) A, B, C, D/ (5) A, B, C / (6) A, B, C, D / (7) A, B, C / (8) A, B, C, D, E / (9) A, B, C, D, E / (10) A, B.** | **Do Now – 10 Min****(Stamp Sheet)** | **Direct Instruction – 30 Min**Open class discussion and Authorship speech construction. | **Guided Practice**Student will use provided packet and bill sample and NFL resource website to construct their own personal congressional debate bill. | **Tests/Quiz** |
| **Learning Target**While attending the UIL Region Meet,**SW:** Complete and submit their congressional Debate bill either through email attachment or printed copy given to associate teacher.**SW:** Read andComplete the To Remember questions from Chapter 22 of text –  Running a Meeting.  | **Scaffolding Questions** | **Differentiated Strategies**Open class discussion and Authorship speech construction. | **Independent Practice**Complete congressional bill.Complete to remember questions from chapter 22 of textbook. | **Resources**Student laptops / cases.Internet.Teacher Materials. |
| **Lesson /Academic Vocabulary**Topic specific terminology. Solvency, Harms, Inherency, Topicality, Plan, Intrapersonal, Interpersonal, Debate, Argument, Claim, Impact, Constructive, Cross-Examination, Rebuttal, Point of Information, Refute, Case, Evidence. Flowing, Attention Getter, Signposting, Conclusion, Status Quo, Speech Appeals: Logos, Ethos, Pathos, Pathos, Parliamentary Procedure, Motion, Chair / PO, Germane. | **Thinking Map**Bubble Map / Flow Sheet | **Homework**Study Congressional Debate terminology for quiz on Tuesday.Complete Authorship speech for their individual bill. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..**  |