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| **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 4 | **GRADE LEVEL:** 9-12 | **Title: Mock Trial** | | |
| [**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:**  **04/27-05/01/2015** | [**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) |

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| **Tuesday**  **04/28/2015**  **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**    Teacher led discussion on the aspects and elements of a Criminal Court Trial. | **Guided Practice**  Teacher assistance on case construction. | **Tests/Quiz**  Terminology Quiz |
| **Learning Target**  **Class made the proposal to change instruction from Congressional Debate to Mock Trial.**  **SW:** Begin a discussion on the aspects of Trial  within the Criminal Justice System.  **SW:** Discuss the standard terminology and the  process of a trial and the various roles that are  played in the courtroom.  **SW:** Be assigned the following roles:  District Attorney, Defense Attorney, Defendant,  Various Witnesses, Jurors, and Bailiff.  Teacher will begin to serve as Judge.  **SW:** Receive a pre-written case with witness  Statements and evidence. | **Scaffolding Questions**  Various questions checking for understanding on the terminology used in the Criminal Justice System. | **Differentiated Strategies**  Open class discussion on Trial Procedure.  Students will view (If available) a brief video of a Trial scene. | **Independent Practice – 30 Min**  Each student will begin to learn their roles:  For the Witnesses – learn witness  statements.  For the Jurors – Receive and fill out their  individual Juror Summons.  For the Attorney – Develop cases.  For the Court Reporter – Develop note  taking method.  For the Bailiff – Learn trial & courtroom  procedures. | **Resources**  Student laptops, and internet,  Power Point & Teacher materials. |
| **Lesson /Academic Vocabulary**  Negotiation, Mediation, Criminal Law, Prosecution, Defendant, Civil Law, Plaintiff, Verdict, Appeal, “A preponderance of evidence,” “Beyond a reasonable doubt,” Due Process, Public Defenders, Motions, Voir Dire, Preemptory challenges, Leading Questions, Objection, Sustain, Overrule, recess, adjourn, and summons. | **Thinking Maps** | **Homework**  Learn and prepare materials & scripts for  Mock Trial.  Complete Trial questions worksheet. | **Accommodations**  Oral Instructions, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

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| **Thursday**  **04/30/2015** | [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)**  Check & discuss trial questions worksheet. | **Direct Instruction – 30 Min**  Teacher led discussion on the aspects and elements of a Criminal Court Trial. | **Guided Practice**  Teacher assistance on case construction. | **Tests/Quiz** |
| **Learning Target**  **Class made the proposal to change instruction from Congressional Debate to Mock Trial.**  **SW:** Begin a discussion on the aspects of Trial  within the Criminal Justice System.  **SW:** Discuss the standard terminology and the  process of a trial and the various roles that are  played in the courtroom.  **SW:** Be assigned the following roles:  District Attorney, Defense Attorney, Defendant,  Various Witnesses, Jurors, and Bailiff.  Teacher will begin to serve as Judge.  **SW:** Receive a pre-written case with witness  Statements and evidence. | **Scaffolding Questions**  Various questions checking for understanding on the terminology used in the Criminal Justice System. | **Differentiated Strategies**  Open class discussion on Trial Procedure.  Students will view (If available) a brief video of a Trial scene. | **Independent Practice – 30 Min**  Each student will begin to learn their roles:  For the Witnesses – learn witness  statements.  For the Jurors – Receive and fill out their  individual Juror Summons.  For the Attorney – Develop cases.  For the Court Reporter – Develop note  taking method.  For the Bailiff – Learn trial & courtroom  procedures. | **Resources**  Student laptops, and internet,  Power Point & Teacher materials. |
| **Lesson /Academic Vocabulary**  Negotiation, Mediation, Criminal Law, Prosecution, Defendant, Civil Law, Plaintiff, Verdict, Appeal, “A preponderance of evidence,” “Beyond a reasonable doubt,” Due Process, Public Defenders, Motions, Voir Dire, Preemptory challenges, Leadind Questions, Objection, Sustain, Overrule, recess, adjourn, and summons | **Thinking Maps** | **Re-Teach / Wrap Up**  **Homework – 20 Min**    Learn and prepare materials & scripts for  Mock Trial.  Complete “Making Objections” worksheet. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |