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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**: 2 Wk 2 | **GRADE LEVEL:** 9-12 | **Title: Debate Topic Analysis & Case Writing and Delivery** | | |
| [**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:**  **01/12-16/201** | [**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**  **01/13/2015**  **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 / Teacher led discussion on debate topics.  Class discussion and note taking on standard outline format for an Extemporaneous speech. | **Guided Practice**  Student created outline for Extemporaneous speech. | **Tests/Quiz** |
| **Learning Target**  **SW:** Analyze judge ballots as critique feedback for  case modification.  **SW:** Continue case modification & construction on  the Format Topic of their choosing.  **Worlds Debate:**  1. This House would allow corporations to vote.  2. This House believes that United Nations  peacekeepers should have the power to engage in  offensive operations.  3. This House would ban all advertising during  children's television programming.  **Cross-Examination – Policy:** Resolved: The USFG should substantially Increase it’s non-military exploration and / or development of the Earth’s oceans.  **Lincoln-Douglas:**  **Resolved**: When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy.  **Public Forum:**  Resolved: United Nations peacekeepers should have the power to engage in offensive operations. | **Scaffolding Questions**  Various developed questions generated from student’s cases. | **Differentiated Strategies**  Individual topic drawing on either Informative or Persuasive Extemporaneous speaking.  Students will draw 5 topics and choose one to prepare a speech outline. | **Independent Practice – 30 Min**  Team & Individual case writing and evidence research.  Individual topic research and outlining writing. | **Resources**  Student / Team cases.  Internet.  Teacher Materials. |
| **Lesson /Academic Vocabulary**  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. | **Thinking Maps**  Bubble Map / Flow Sheet | **Homework**  Four news articles within the areas of: Politics, Economics, Foreign relations, and Social areas.  Prepare Aff & Neg Case for Yates tournament Jan 16 & 17 | **Accommodations**  Oral Instructions, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

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| **Thursday**  **01/15/2015** | [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 case. | **Guided Practice**  Teacher critiqued on student delivery.  Open class discussion / Cross-Examination of speakers. | **Tests/Quiz**  Constructive Speech Presentation. |
| **Learning Target**  **SW:** Analyze judge ballots as critique feedback for  case modification.  **SW:** Continue case modification & construction on  the Format Topic of their choosing.  **Worlds Debate:**  1. This House would allow corporations to vote.  2. This House believes that United Nations  peacekeepers should have the power to engage in  offensive operations.  3. This House would ban all advertising during  children's television programming.  **Cross-Examination – Policy:** Resolved: The USFG should substantially Increase it’s non-military exploration and / or development of the Earth’s oceans.  **Lincoln-Douglas:**  **Resolved**: When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy.  **Public Forum:**  Resolved: United Nations peacekeepers should have the power to engage in offensive operations. | **Scaffolding Questions**  Various developed questions generated from student’s cases. | **Differentiated Strategies**  Class participation and critique of individual Extemporaneous speech. | **Independent Practice – 30 Min**  Team & Individual case writing and evidence research. | **Resources**  Student / Team cases.  Internet.  Teacher Materials. |
| **Lesson /Academic Vocabulary**  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. | **Thinking Maps**  Bubble Map / Flow Sheet | **Re-Teach / Wrap Up**  **Homework – 20 Min**    Aff / Neg Topic Analysis Bubble Map  Case writing & editing for HUDL Meet. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |