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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**: 4 Wk 6 | **GRADE LEVEL:** 9-12 | **Title: Debate Topic Analysis & Case Construction & 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:**  **03/09-13/2015** | [**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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| **Monday**  **03/09/2015**  **EVEN Day**  **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 – 10Min**  **(Stamp Sheet)**  Submit 4 news articles for Extemporaneous files. | **Direct Instruction – 30 Min**    Class analysis of selected topic. | **Guided Practice**  Open class discussion for argument construction for random topic. | **Tests/Quiz** |
| **Learning Target**  **SW:** Enhance their research skills through  research and analysis on the assigned  class topic.  **SW:** Participate in a large group debate utilizing  modified congressional debate format. | **Scaffolding Questions** | **Differentiated Strategies**  Students will be randomly assigned the Affirmative or Negative side of the topic:  BYSTANDERS HAVE A MORAL OBLIGATION TO INTERVENE  WHEN WITNESSING A CRIME. | **Independent Practice – 30 Min**  Independent research and case construction.  Debate presentation will begin on Friday.  Using a large group / Congressional Debate format.  Each student will present his / her case to build on each other’s for the Affirmative or Negative side.  Class will be able to cross-examine each speaker. | **Resources**  Student laptops, Internet and  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. | **Thinking Maps**  Bubble Map | **Homework**  Four news articles within the areas of: Politics, Economics, Foreign relations, and Social areas.  Individual debate case on the assigned class topic. | **Accommodations**  Oral Instructions, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

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| **Wednesday**  **03/11/2015**  **EARLY RELEASE** | [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 for News articles. | **Direct Instruction – 30 Min**  Open class discussion / Teacher led discussion on debate topic. | **Guided Practice**  Open class discussion / Teacher led discussion and critique. | **Tests/Quiz**  Student Participation. |
| **Learning Target**  **SW:** Continue case construction on the assigned class  topic.  **STUDENTS MAY ALSO:**  **SW:** Continue to modify their individual cases for the  **Lincoln-Douglas topic:**  **Resolved**: When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy.  **SW:** Continue to build their individual  Extemporaneous Files.  **SW:** Continue to prepare individual Prose &  Poetry selections. | **Scaffolding Questions**  Various developed questions generated from student’s cases. | **Differentiated Strategies**  Teacher one on one assistance on argument construction and research.  Students will continue to individually research on the randomly assigned position and topic:  BYSTANDERS HAVE A MORAL OBLIGATION TO INTERVENE  WHEN WITNESSING A CRIME. | **Independent Practice – 30 Min**  Individual case writing and evidence research.  Continue to set up individual Extemp Files  Independent research and case construction.  Debate presentation will begin on Friday.  Using a large group / Congressional Debate format.  Each student will present his / her case to build on each other’s for the Affirmative or Negative side.  Class will be able to cross-examine each speaker. | **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. | **Thinking Maps**  Bubble Map / Flow Sheet | **Re-Teach / Wrap Up**  **Homework – 20 Min**    Prepare cases for group debate to begin on Friday. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Friday**  **03/13/2015** | [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 – 10 Min**  **(Stamp Sheet)** | **Direct Instruction – 30 Min**  Teacher led during the presentations. | **Guided Practice**  Teacher led during the presentations. | **Tests/Quiz**  Student Debate Presentations |
| **Learning Target**  SW: Participate in a large group congressional  Style debate on the assigned topic:  BYSTANDERS HAVE A MORAL  OBLIGATION TO INTERVENE  WHEN WITNESSING A CRIME. | **Scaffolding Questions**  Various developed student questions generated from other student’s cases. | **Differentiated Strategies**  Using student flow sheets, and congressional debate style, each student will present a three minute minimum Aff or Neg speech.  Students will then be allowed to open cross-examine the speaker. | **Independent Practice**  Individual Aff & Neg speech presentation on the class assigned topic.  Continue to set up individual Extemp Files | **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. | **Thinking Map**  Bubble Map / Flow Sheet | **Homework**  Prepare cases, Interp selections, and Extemp Files for UIL Meet. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |