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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 Delivery & Extemp Spkg** | | |
| [**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:**  **11/03-07/2014** | [**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**  **11/04/2014**  **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 believes that any region should have the  right to secede if the majority of the population  decides.  2. This House believes the benefits of genetically  modified foods outweigh the harms.  3. This House would ban excessive and unusual  punishment in public schools.  **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: On Balance, government restrictions on threatening speech are desirable.  **Public Forum:** Resolved: On balance, the benefits of genetically modified foods outweigh the harms. | **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 Extemp speech using constructed outline. | **Accommodations**  Oral Instructions, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

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| **Thursday**  **11/06/2014** | [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 believes that any region should have the  right to secede if the majority of the population  decides.  2. This House believes the benefits of genetically  modified foods outweigh the harms.  3. This House would ban excessive and unusual  punishment in public schools.  **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: On Balance, government restrictions on threatening speech are desirable.  **Public Forum:** Resolved: On balance, the benefits of genetically modified foods outweigh the harms. | **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 UIL Meet at Sharpstown HS | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |