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| **SCHOOL NAME: Westbury HS** | | | | **Teacher Name: Mayo** | | **Subject**: Professional Communications | |
| [**Course**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** Professional Communications | | | **Cycle**: 6 – wk 2 | **GRADE LEVEL:** 9-12 | **Title: Persuasive Speaking & Small Group** | | |
| [**L.P. Chart**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | | [**Lesson Plan Tips**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\Project%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\Curriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\Vertical%20Alignment) | [**HAPG**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\HAPG) | | [**Modifications**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\Modifications) |
| **Week of:**  **04/13-17/2015** | [**OVERVIEW**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\OVERVIEW%20of%20Lesson%20Planning.doc) | | | [**EXPLANATION**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | | **ASSESSMENTS** |
| [**ENGAGE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\Engage%20Slide.ppt) | | [**EXPLORE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\Explore%20Slide.ppt) | [**EXPLAIN**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\Explain%20Slide.ppt) | [**ELABORATE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\ELABORATE%20Slide.ppt) | | [**EVALUATE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\Evaluate%20slide.ppt) |

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| **Monday**  **04/13/2015**  **ODD DAY** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:**  §110.58. Communication Applications 4A-4N | **Do Now – 10 Min**  **(Stamp Sheet)**  Check for completed persuasive team & individual essay / case. | **Direct Instruction – 30 Min**  Teacher will coach students on the application of persuasive speaking techniques.  Teacher will offer an oral critique of the presentation. | **Guided Practice**  Teacher will coach students on the application of persuasive speaking techniques. | **Tests/Quiz**  Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target**  **SW:** Apply & utilize the elements of Persuasive  Speaking: Claim, Warrant, and Impact;  Persuasive Appeals: Logos, Ethos &  Pathos, and Audience Analysis.  **Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.  **Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions**  Various questions developed through the persuasive team presentation. | **Differentiated Strategies**  **SW:** work as a small group, to present a formal persuasive speech on the class topic using team work and team collaboration.  Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.  Teacher will participate in cross-examination of persuasive presenters.  **1st Period:**  The death penalty is unjust and ought to be banned by the United States Federal Government.  **3rd Period:**  When in conflict, Federal law should supersede State law regarding same gender marriage.  **7th Period:**  The United States Federal Government  Should make mandatory that ever athlete, in every sport, undergo an annual drug test. | **Independent Practice – 30 Min**  Each team member will present a 4 minute constructive persuasive speech on the class topic.  Each student will be given a 2 minute period for direct questions to be asked to their opposing team.  Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**  Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**  Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**  Bubble Map / Flow Sheet | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  Complete persuasive critique / debate ballot. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Tuesday**  **04/14/2015**  **EVEN DAY** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:**  §110.58. Communication Applications 4A -4N | **Do Now – 10 Min**  **(Stamp Sheet)**  Check for completed persuasive team & individual essay / case. | **Direct Instruction – 30 Min**  Teacher will coach students on the application of persuasive speaking techniques.  Teacher will offer an oral critique of the presentation. | **Guided Practice**  Teacher will coach students on the application of persuasive speaking techniques. | **Tests/Quiz**  Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target**  **SW:** Apply & utilize the elements of Persuasive  Speaking: Claim, Warrant, and Impact;  Persuasive Appeals: Logos, Ethos &  Pathos, and Audience Analysis.  **Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.  **Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions**  Various questions developed through the persuasive team presentation. | **Differentiated Strategies**.  **SW:** work as a small group, to present a formal persuasive speech on the class topic using team work and team collaboration.  Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.  Teacher will participate in cross-examination of persuasive presenters.    **4th Period:**  Institutions of higher learning should waive tuition fees for people who qualify.  **6th Period:**  The United States Federal Government should allow Americans, who qualify, to pay reduced taxes. | **Independent Practice – 30 Min**  Each team member will present a 4 minute constructive persuasive speech on the class topic.  Each student will be given a 2 minute period for direct questions to be asked to their opposing team.  Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**.  Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**  Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**  Bubble Map / Flow Sheet | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  Complete persuasive critique / debate ballot. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Wednesday**  **04/15/2015**  **ODD DAY**  **EARLY RELEASE** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:**  §110.58. Communication Applications 4A -4N | **Do Now – 10 Min**  **(Stamp Sheet)**  Submit written student critique | **Direct Instruction – 30 Min**  Teacher will coach students on the application of persuasive speaking techniques.  Teacher will offer an oral critique of the presentation. | **Guided Practice**  Teacher will coach students on the application of persuasive speaking techniques. | **Tests/Quiz**  Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target**  **SW:** Apply & utilize the elements of Persuasive  Speaking: Claim, Warrant, and Impact;  Persuasive Appeals: Logos, Ethos &  Pathos, and Audience Analysis.  **Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.  **Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions**  Various questions developed through the persuasive team presentation. | **Differentiated Strategies**  **SW:** work as a small group, to present a formal persuasive speech on the class topic using team work and team collaboration.  Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.  Teacher will participate in cross-examination of persuasive presenters.  **1st Period:**  The death penalty is unjust and ought to be banned by the United States Federal Government.  **3rd Period:**  When in conflict, Federal law should supersede State law regarding same gender marriage.  **7th Period:**  The United States Federal Government  Should make mandatory that ever athlete, in every sport, undergo an annual drug test. | **Independent Practice – 30 Min**  Each team member will present a 4 minute constructive persuasive speech on the class topic.  Each student will be given a 2 minute period for direct questions to be asked to their opposing team.  Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**  Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**  Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**  Bubble Map / Flow Sheet | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  Complete persuasive critique / debate ballot. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Thursday**  **04/16/2015**  **EVEN DAY** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:**  §110.58. Communication Applications 4A -4N | **Do Now – 10 Min**  **(Stamp Sheet)**  Check for completed persuasive team & individual essay / case. | **Direct Instruction – 30 Min**  Teacher will coach students on the application of persuasive speaking techniques.  Teacher will offer an oral critique of the presentation. | **Guided Practice**  Teacher will coach students on the application of persuasive speaking techniques. | **Tests/Quiz**  Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target**  **SW:** Apply & utilize the elements of Persuasive  Speaking: Claim, Warrant, and Impact;  Persuasive Appeals: Logos, Ethos &  Pathos, and Audience Analysis.  **Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.  **Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions**  Various questions developed through the persuasive team presentation. | **Differentiated Strategies**  **SW:** work as a small group, to present a formal persuasive speech on the class topic using team work and team collaboration.  Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.  Teacher will participate in cross-examination of persuasive presenters.  **4th Period:**  Institutions of higher learning should waive tuition fees for people who qualify.  **6th Period:**  The United States Federal Government should allow Americans, who qualify, to pay reduced taxes. | **Independent Practice – 30 Min**  Each team member will present a 4 minute constructive persuasive speech on the class topic.  Each student will be given a 2 minute period for direct questions to be asked to their opposing team.  Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**  Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**  Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**  Bubble Map / Flow Sheet | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  Complete persuasive critique / debate ballot. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Friday**  **04/17/2015**  **ODD DAY** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 4A -4N | **Do Now – 10 Min**  **(Stamp Sheet)** | **Direct Instruction – 30 Min**  Teacher will coach students on the application of persuasive speaking techniques.  Teacher will offer an oral critique of the presentation. | **Guided Practice**  Teacher will coach students on the application of persuasive speaking techniques. | **Tests/Quiz**  Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target**  **SW:** Apply & utilize the elements of Persuasive  Speaking: Claim, Warrant, and Impact;  Persuasive Appeals: Logos, Ethos &  Pathos, and Audience Analysis.  **Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.  **Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions** | **Differentiated Strategies**  Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.  Teacher will instruct and coach presenters on the fundamental rules and guidelines of the debate method being used.  Teacher will participate in cross-examination of persuasive presenters.  Audience members will view and listen the persuasive debate and will write a formal critique ballot. | **Independent Practice – 30 Min**  Each team member will present a 4 minute constructive persuasive speech on the class topic.  Each student will be given a 2 minute period for direct questions to be asked to their opposing team.  Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**  Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**  Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**  Bubble Map / Flow sheet. | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  Complete persuasive critique / debate ballot. | **Accommodations**    **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions** |