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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 1 | **GRADE LEVEL:** 9-12 | **Title: Persuasive Speaking & Small Group** |
| [**L.P. Chart**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CThe%20Transactional%20Model%20Aligned%20with%20CSI.doc) | [**Lesson Plan Tips**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CProject%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CCurriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CVertical%20Alignment) | [**HAPG**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CHAPG) | [**Modifications**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CModifications) |
| **Week of:****04/06-10/2015** | [**OVERVIEW**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5COVERVIEW%20of%20Lesson%20Planning.doc) | [**EXPLANATION**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CThe%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | **ASSESSMENTS** |
| [**ENGAGE**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CEngage%20Slide.ppt) | [**EXPLORE**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CExplore%20Slide.ppt) | [**EXPLAIN**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CExplain%20Slide.ppt) | [**ELABORATE**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CELABORATE%20Slide.ppt) | [**EVALUATE**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CEvaluate%20slide.ppt) |

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| **Monday****04/06/2015****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 individual Bubble Map | **Direct Instruction – 30 Min**Discuss Persuasive case construction, elements and criteria. | **Guided Practice**Teacher and team argument & case assistance. | **Tests/Quiz**Quiz on Persuasive argument elements, appeals, & audience types. |
| **Learning Target****SW:** Continue to participate in the discussion  of the elements of Persuasive Speaking: Claim, Warrant, and Impact; Audience Types, Persuasive Appeals: Logos, Ethos & Pathos.**Students, with their paired partners, will continue to** analyze the chosen class topic for a Persuasive team debate.**SW:** Continue and collaborate to analyze, analyze main persuasive arguments for their assigned side of the topic.**SW:** Continue to research for evidence for their topic.**SW:** Participate in a discussion of Persuasive Speech construction.  | **Scaffolding Questions**Various questions developed through open class discussion using student’s constructed arguments.How do you develop cross-examination questions? | **Differentiated Strategies****SW:** work as a small group, to begin  compiling evidence for their side of assigned topic.**If time permits,****SW:** view a sample debate, utilizing persuasive techniques.**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 GovernmentShould make mandatory that ever athlete, in every sport, undergo an annual drug test. | **Independent Practice – 30 Min**Brainstorm and develop Affirmative and Negative arguments using bubble maps for the class topic.Using their laptop, students will begin to gather evidence and support for their arguments. | **Resources**Teacher Materials, student laptops. |
| **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.** | **Re-Teach / Wrap up****Homeworkv-20 Min**Construct team arguments including the claim, warrant & impact supporting the assigned position of Aff or Neg.Begin outside team case / individual persuasive essay.Develop a total of 6 argument, 2 per team mate. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Tuesday****04/07/2015****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 individual Bubble Map | **Direct Instruction – 30 Min**Discuss Persuasive case construction, elements and criteria. | **Guided Practice**Teacher and team argument & case assistance. | **Tests/Quiz**Quiz on Persuasive argument elements, appeals, & audience types. |
| **Learning Target****SW:** Continue to participate in the discussion  of the elements of Persuasive Speaking: Claim, Warrant, and Impact; Audience Types, Persuasive Appeals: Logos, Ethos & Pathos.**Students, with their paired partners, will continue to** analyze the chosen class topic for a Persuasive team debate.**SW:** Continue and collaborate to analyze, analyze main persuasive arguments for their assigned side of the topic.**SW:** Continue to research for evidence for their topic.**SW:** Participate in a discussion of Persuasive Speech construction. | **Scaffolding Questions**Various questions developed through open class discussion using student’s constructed arguments.How do you develop cross-examination questions? | **Differentiated Strategies**.Students will write specified persuasive terms and definitions.**SW:** work as a small group, to begin  compiling evidence for their side of assigned topic.**If time permits,****SW:** view a sample debate, utilizing persuasive techniques. **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**Brainstorm and develop Affirmative and Negative arguments using bubble maps for the class topic.Using their laptop, students will begin to gather evidence and support for their arguments.Complete persuasive notes using note sheet handout. | **Resources**.Teacher Materials, student laptops. |
| **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 | **Re-Teach / Wrap up****Homeworkv-20 Min**Construct team arguments including the claim, warrant & impact supporting the assigned position of Aff or Neg.Begin outside team case / individual persuasive essay.Develop a total of 6 argument, 2 per team mate. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Wednesday****04/08/2015****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)**Associate teacher needs to check for 6 team arguments. | **Direct Instruction – 30 Min**Discuss Persuasive case construction, elements and criteria. | **Guided Practice**Teacher and team argument & case assistance. | **Tests/Quiz** |
| **Learning Target****SW:** Continue to participate in the discussion  of the elements of Persuasive Speaking: Claim, Warrant, and Impact; Audience Types, Persuasive Appeals: Logos, Ethos & Pathos.**Students, with their paired partners, will continue to** analyze the chosen class topic for a Persuasive team debate.**SW:** Continue and collaborate to analyze, analyze main persuasive arguments for their assigned side of the topic.**SW:** Continue to research for evidence for their topic.**SW:** Participate in a discussion of Persuasive Speech construction.**SW:** View various scenes from the “Great Debaters.” | **Scaffolding Questions**Various questions developed through open class discussion using student’s constructed arguments.How do you rebuild an argument that is attacked? | **Differentiated Strategies** **SW:** work as a small group, to continue  compiling evidence for their side of assigned topic.**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 GovernmentShould make mandatory that ever athlete, in every sport, undergo an annual drug test. | **Independent Practice – 30 Min**Continue to brainstorm and develop Affirmative and Negative arguments using bubble maps for the class topic.Using their laptop, students will begin to gather evidence and support for their arguments.Answer questions from the Great Debaters using the handout. | **Resources**Teacher resources and student laptops. |
| **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** | **Re-Teach / Wrap up****Homeworkv-20 Min**Continue to construct team arguments including the claim, warrant & impact supporting the assigned position of Aff or Neg.Continue outside team case / individual persuasive essay.**IF POSSIBLE, DUE TO STAAR TEST:****Team essays using the Persuasive speech****Template will be due on: Friday, April 10. Presentations will also begin on Friday.** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Thursday****04/09/2015****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 6 team arguments. | **Direct Instruction – 30 Min**Discuss Persuasive case construction, elements and criteria. | **Guided Practice**Teacher and team argument & case assistance. | **Tests/Quiz** |
| **Learning Target****SW:** Continue to participate in the discussion  of the elements of Persuasive Speaking: Claim, Warrant, and Impact; Audience Types, Persuasive Appeals: Logos, Ethos & Pathos.**Students, with their paired partners, will continue to** analyze the chosen class topic for a Persuasive team debate.**SW:** Continue and collaborate to analyze, analyze main persuasive arguments for their assigned side of the topic.**SW:** Continue to research for evidence for their topic.**SW:** Participate in a discussion of Persuasive Speech construction.**SW:** View various scenes from the “Great Debaters.” | **Scaffolding Questions**Various questions developed through open class discussion using student’s constructed arguments.How do you rebuild an argument that is attacked? | **Differentiated Strategies**Students will write specified persuasive terms and definitions.**SW:** work as a small group, to begin  compiling evidence for their side of assigned topic.**If time permits,****SW:** view a sample debate, utilizing persuasive techniques. **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**Continue to brainstorm and develop Affirmative and Negative arguments using bubble maps for the class topic.Using their laptop, students will begin to gather evidence and support for their arguments.Answer questions from the Great Debaters using the handout. | **Resources**Teacher resources and student laptops. |
| **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** | **Re-Teach / Wrap up****Homeworkv-20 Min**Continue to construct team arguments including the claim, warrant & impact supporting the assigned position of Aff or Neg.Continue outside team case / individual persuasive essay.**DUE TO STAAR TESTING:****Team essays using the Persuasive speech****Template will be due on: Wednesday April 15. Presentations will begin Wednesday, April 15.** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Friday****04/10/2015****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 6 team arguments. | **Direct Instruction – 30 Min**Discuss the aspects and rules of the persuasive team debte. | **Guided Practice**Teacher will instruct and coach presenters on the fundamental rules and guidelines of the debate method being used. | **Tests/Quiz**Group presentation. |
| **Learning Target****SW:** Apply the elements of Persuasive Speaking: Claim, Warrant, and Impact;  Audience Types, Persuasive Appeals:  Logos, Ethos & Pathos.**Students, with their paired partners, will continue to** analyze the chosen class topic for a Persuasive team debate.**SW:** Continue and collaborate to analyze, analyze main persuasive arguments for their assigned side of the topic.**SW:** Continue to research for evidence for their topic.**SW:** Begin persuasive group / team debate using class topic. | **Scaffolding Questions**Various questions developed through open class discussion using student’s constructed arguments. | **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**Affirmative and Negative teams will debate each other using persuasive elements and debate strategies and methods.Audience members will view and listen the persuasive debate and will write a formal critique ballot. | **Resources**Student cases. |
| **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 debate ballot. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions** |