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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 5 | **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:****05/04-8/2015** | [**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****05/04/2015****EVEN DAY****STAAR & AP TESTING** | [**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 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 and class will ask direct cross-examination / Point of Information questions to the speaker(s) to check for understanding and validation of speaker’s information. | **Tests/Quiz**Persuasive presentations. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students will** participate in a persuasive debate presentation utilizing a topic and position of their choice.**Students will** apply skills and techniques developed from the formal persuasive team presentation.**This informal presentation is meant to assist student’s six weeks average.****Seniors will receive Final Exam Review Packet** | **Scaffolding Questions**Various questions developed through the persuasive team presentation.  | **Differentiated Strategies****SW:** work as a small group, to present an informal & fun speech.Students will engage in persuasive team debate Topics will vary. Students were given the opportunity to choose from 11 topics and the choice of the position they would like to speak on.**Foil is better for the environment than plastic / Dogs make better pets than cats / spiders are more dangerous than snakes, for example.**  | **Independent Practice – 30 Min**Each student will present a 4 minute constructive persuasive speech on their selected 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 be allowed to ask the speaker(s) direct questions. | **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** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Tuesday****05/05/2015****ODD DAY****STAAR & AP TESTING** | [**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 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 and class will ask direct cross-examination / Point of Information questions to the speaker(s) to check for understanding and validation of speaker’s information. | **Tests/Quiz**Persuasive presentations. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students will** participate in a persuasive debate presentation utilizing a topic and position of their choice.**Students will** apply skills and techniques developed from the formal persuasive team presentation.**This informal presentation is meant to assist student’s six weeks average.****Seniors will receive Final Exam Review Packet** | **Scaffolding Questions**Various questions developed through the persuasive team presentation.  | **Differentiated Strategies**.**SW:** work as a small group, to present an informal & fun speech.Students will engage in persuasive team debate Topics will vary. Students were given the opportunity to choose from 11 topics and the choice of the position they would like to speak on.**Foil is better for the environment than plastic / Dogs make better pets than cats / spiders are more dangerous than snakes, for example.**  | **Independent Practice – 30 Min**Each student will present a 4 minute constructive persuasive speech on their selected 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 be allowed to ask the speaker(s) direct questions. | **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** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Wednesday****05/06/2015****EVEN DAY****STAAR & AP TESTING** | [**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 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 and class will ask direct cross-examination / Point of Information questions to the speaker(s) to check for understanding and validation of speaker’s information. | **Tests/Quiz**Persuasive presentations. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students will** participate in a persuasive debate presentation utilizing a topic and position of their choice.**Students will** apply skills and techniques developed from the formal persuasive team presentation.**This informal presentation is meant to assist student’s six weeks average.** | **Scaffolding Questions**Various questions developed through the persuasive team presentation.  | **Differentiated Strategies****SW:** work as a small group, to present an informal & fun speech.Students will engage in persuasive team debate Topics will vary. Students were given the opportunity to choose from 11 topics and the choice of the position they would like to speak on.**Foil is better for the environment than plastic / Dogs make better pets than cats / spiders are more dangerous than snakes, for example.**  | **Independent Practice – 30 Min**Each student will present a 4 minute constructive persuasive speech on their selected 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 be allowed to ask the speaker(s) direct questions. | **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** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Thursday****05/07/2015****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 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 and class will ask direct cross-examination / Point of Information questions to the speaker(s) to check for understanding and validation of speaker’s information. | **Tests/Quiz**Persuasive presentations. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students will** participate in a persuasive debate presentation utilizing a topic and position of their choice.**Students will** apply skills and techniques developed from the formal persuasive team presentation.**This informal presentation is meant to assist student’s six weeks average.****Seniors will participate in discussing the Final Exam Review.** | **Scaffolding Questions**Various questions developed through the persuasive team presentation.  | **Differentiated Strategies****SW:** work as a small group, to present an informal & fun speech.Students will engage in persuasive team debate Topics will vary. Students were given the opportunity to choose from 11 topics and the choice of the position they would like to speak on.**Foil is better for the environment than plastic / Dogs make better pets than cats / spiders are more dangerous than snakes, for example.**  | **Independent Practice – 30 Min**Each student will present a 4 minute constructive persuasive speech on their selected 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 be allowed to ask the speaker(s) direct questions. | **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** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Friday****05/08/2015****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 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 and class will ask direct cross-examination / Point of Information questions to the speaker(s) to check for understanding and validation of speaker’s information. | **Tests/Quiz**Persuasive presentations. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students will** participate in a persuasive debate presentation utilizing a topic and position of their choice.**Students will** apply skills and techniques developed from the formal persuasive team presentation.**This informal presentation is meant to assist student’s six weeks average.****Seniors will participate in discussing the Final Exam Review.** | **Scaffolding Questions**Various questions developed through the persuasive team presentation.  | **Differentiated Strategies****SW:** work as a small group, to present an informal & fun speech.Students will engage in persuasive team debate Topics will vary. Students were given the opportunity to choose from 11 topics and the choice of the position they would like to speak on.**Foil is better for the environment than plastic / Dogs make better pets than cats / spiders are more dangerous than snakes, for example.**  | **Independent Practice – 30 Min**Each student will present a 4 minute constructive persuasive speech on their selected 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 be allowed to ask the speaker(s) direct questions. | **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** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions** |