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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**: 3 – Wk 2 | **GRADE LEVEL:** 9-12 | **Title: Persuasive Speaking / Small Group / Resume Writing** | | |
| [**L.P. Chart**](file:///C:\Users\Mayo\Documents\Support%20Files\The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | | [**Lesson Plan Tips**](file:///C:\Users\Mayo\Documents\Support%20Files\Project%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](file:///C:\Users\Mayo\Documents\Support%20Files\Curriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](file:///C:\Users\Mayo\Documents\Support%20Files\Vertical%20Alignment) | [**HAPG**](file:///C:\Users\Mayo\Documents\Support%20Files\HAPG) | | [**Modifications**](file:///C:\Users\Mayo\Documents\Support%20Files\Modifications) |
| **Week of:**  **11/17-21/2014** | [**OVERVIEW**](file:///C:\Users\Mayo\Documents\OVERVIEW%20of%20Lesson%20Planning.doc) | | | [**EXPLANATION**](file:///C:\Users\Mayo\Documents\The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | | **ASSESSMENTS** |
| [**ENGAGE**](file:///C:\Users\Mayo\Documents\Support%20Files\5%20E%20Model\Engage%20Slide.ppt) | | [**EXPLORE**](file:///C:\Users\Mayo\Documents\Support%20Files\5%20E%20Model\Explore%20Slide.ppt) | [**EXPLAIN**](file:///C:\Users\Mayo\Documents\Support%20Files\5%20E%20Model\Explain%20Slide.ppt) | [**ELABORATE**](file:///C:\Users\Mayo\Documents\Support%20Files\5%20E%20Model\ELABORATE%20Slide.ppt) | | [**EVALUATE**](file:///C:\Users\Mayo\Documents\Support%20Files\5%20E%20Model\Evaluate%20slide.ppt) |

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| **Monday**  **11/17/2014**  **ODD Day** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 3A – 3I / 4A -4N | **Do Now – 10 Min**  **(Stamp Sheet)**  Check for Student written critiques | **Direct Instruction – 30 Min**  Three on three persuasive presentations, using specific time limit requirement.  Teacher Coaching through the Debate Method. | **Guided Practice**  Teacher will participate in the cross-examination of the student’s speeches in order to validate the student’s understanding of their written content, and the topic. Teacher will also model rebuttals. | **Tests/Quiz**  Student presentation.  Student participation.  Student critiques. |
| **Learning Target**  With their paired partners,  **SW:** continue **and try to complete** team  persuasive presentations.  **SW:** Be randomly paired for a formal  persuasive group presentation using  Worlds Debate Format as the method of  delivery.  **SW:** Develop the ability to analyze an  argument; Develop cross-examination  questions, and successfully present a  persuasive rebuttal.    Students in the audience WILL: write a complete critique evaluating which team was the most persuasive. | **Scaffolding Questions**  How could the speaker have attacked their opponent’s point?  Which Team was the most persuasive team, and Why? | **Differentiated Strategies**  Each speaker will present a persuasive speech on the class topic using the Worlds Debate format as the delivery method.  **TOPICS:**  **1st period - Resolved: It is justified for the U.S. Government to violate a state’s sovereignty to ban the death penalty.**  **3rd period – Resolved: The USFG should make mandatory that every state increase punishment for child abuse.**  **7th period – Resolved: It is justified for the U.S. Government to violate a state’s sovereignty and make mandatory the legalization of same gender marriage.** | **Independent Practice – 30 Min**  Two, three man teams presenting, questioning, arguing, and rebutting. Each speaker’s topic points.  Student speakers will take notes, (flow), during the opposing team’s presentation in order to successfully rebut what was said. | **Resources**  Curriculum,  Teacher materials,  Student / Team cases, (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, Solvency, Harms, Inherency. | **Thinking Maps**  Flow Sheet | **Re-Teach / Wrap up**  **Homeworkv-20 Min**   1. Continue constructing Team essay paper. 2. Complete written critique. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Tuesday**  **11/18/2014**  **EVEN Day** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 3A – 3I / 4A -4N | **Do Now – 10 Min**  **(Stamp Sheet)**  Check for Student written critiques | **Direct Instruction – 30 Min**  Three on three persuasive presentations, using specific time limit requirement.  Teacher Coaching through the Debate Method. | **Guided Practice**  Teacher will participate in the cross-examination of the student’s speeches in order to validate the student’s understanding of their written content, and the topic. Teacher will also model rebuttals. | **Tests/Quiz**  Student presentation.  Student participation.  Student critiques. |
| **Learning Target**  With their paired partners,  **SW:** continue **and try to complete** team  persuasive presentations.  **SW:** Be randomly paired for a formal  persuasive group presentation using  Worlds Debate Format as the method of  delivery.  **SW:** Develop the ability to analyze an  argument; Develop cross-examination  questions, and successfully present a  persuasive rebuttal.    Students in the audience WILL: write a complete critique evaluating which team was the most persuasive. | **Scaffolding Questions**  How could the speaker have attacked their opponent’s point?  Which Team was the most persuasive team, and Why? | **Differentiated Strategies**.  Student audience will determine who was the most persuasive.  The team that wins will earn extra bonus points.  **TOPICS:**  **4th period – Resolved: The National Security Agency should reduce the Federal Immigration requirements for the United States.**    **6th period – Resolved: In the United States, Teachers carrying guns on school campuses is desirable.** | **Independent Practice – 30 Min**  Two, three man teams presenting, questioning, arguing, and rebutting. Each speaker’s topic points.  Student speakers will take notes, (flow), during the opposing team’s presentation in order to successfully rebut what was said. | **Resources**  Curriculum,  Teacher materials,  Student / Team cases,(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, Solvency, Harms, Inherency. | **Thinking Maps**  **Flow Sheet** | **Re-Teach / Wrap up**  **Homeworkv-20 Min**   1. Continue constructing Team essay paper. 2. Complete written critique. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Wednesday**  **11/19/2014**  **ODD Day**  **EARLY RELEASE** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 3A – 3I / 4A -4N  §110.58. Communication Applications 1b, 1d, 1e, 1f, 2a, 2c, 2d, 2f, 2g | **Do Now – 10 Min**  **(Stamp Sheet)**  Check for Student written critiques | **Direct Instruction – 30 Min**  Three on three persuasive presentations, using specific time limit requirement.  Teacher Coaching through the Debate Method. | **Guided Practice**  Teacher will participate in the cross-examination of the student’s speeches in order to validate the student’s understanding of their written content, and the topic. Teacher will also model rebuttals. | **Tests/Quiz**  Student presentation.  Student participation.  Student critiques. |
| **Learning Target**  With their paired partners,  **SW:** continue team persuasive presentations.  **SW:** Be randomly paired for a formal  persuasive group presentation using  Worlds Debate Format as the method of  delivery.  **SW:** Develop the ability to analyze an  argument; Develop cross-examination  questions, and successfully present a  persuasive rebuttal.  Students in the audience WILL: write a complete critique evaluating which team was the most persuasive.  Once and if presentations are complete, **SW:** Begin the discussion on **the Elements of Resume Writing and “How to Construct a Resume.”** | **Scaffolding Questions**  How could the speaker have attacked their opponent’s point?  Which Team was the most persuasive team, and Why? | **Differentiated Strategies**  Each speaker will present a persuasive speech on the class topic using the Worlds Debate format as the delivery method.  **TOPICS:**  **1st period - Resolved: It is justified for the U.S. Government to violate a state’s sovereignty to ban the death penalty.**  **3rd period – Resolved: The USFG should make mandatory that every state increase punishment for child abuse.**  **7th period – Resolved: It is justified for the U.S. Government to violate a state’s sovereignty and make mandatory the legalization of same gender marriage.** | **Independent Practice – 30 Min**  Two, three man teams presenting, questioning, arguing, and rebutting. Each speaker’s topic points.  Student speakers will take notes, (flow), during the opposing team’s presentation in order to successfully rebut what was said.  **Individual note taking using prepared note sheet to accompany the Power Point of Resume Writing.** | **Resources**  Curriculum,  Teacher materials,  Student / Team cases, (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, Solvency, Harms, Inherency. | **Thinking Maps**  **Flow Sheet** | **Re-Teach / Wrap up**  **Homeworkv-20 Min**   1. Continue constructing Team essay paper. 2. Complete written critique.   Complete the worksheets: “Attitude Self Survey” and “What are my strengths” and “Career Interest Inventory.” | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Thursday**  **11/20/2014**  **EVEN Day** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 3A – 3I / 4A -4N  §110.58. Communication Applications 1b, 1d, 1e, 1f, 2a, 2c, 2d, 2f, 2g | **Do Now – 10 Min**  **(Stamp Sheet)**  Check for Student written critiques | **Direct Instruction – 30 Min**  Three on three persuasive presentations, using specific time limit requirement.  Teacher Coaching through the Debate Method. | **Guided Practice**  Teacher will participate in the cross-examination of the student’s speeches in order to validate the student’s understanding of their written content, and the topic. Teacher will also model rebuttals. | **Tests/Quiz**  Student presentation.  Student participation.  Student critiques. |
| **Learning Target**  With their paired partners,  **SW:** continue team persuasive presentations.  **SW:** Be randomly paired for a formal  persuasive group presentation using  Worlds Debate Format as the method of  delivery.  **SW:** Develop the ability to analyze an  argument; Develop cross-examination  questions, and successfully present a  persuasive rebuttal.  Students in the audience WILL: write a complete critique evaluating which team was the most persuasive.  Once and if presentations are complete, **SW:** Begin the discussion on **the Elements of Resume Writing and “How to Construct a Resume.”** | **Scaffolding Questions**  How could the speaker have attacked their opponent’s point?  Which Team was the most persuasive team, and Why? | **Differentiated Strategies**  Student audience will determine who was the most persuasive.  The team that wins will earn extra bonus points.  **TOPICS:**  **4th period – Resolved: The National Security Agency should reduce the Federal Immigration requirements for the United States.**    **6th period – Resolved: In the United States, Teachers carrying guns on school campuses is desirable.** | **Independent Practice – 30 Min**  Two, three man teams presenting, questioning, arguing, and rebutting. Each speaker’s topic points.  Student speakers will take notes, (flow), during the opposing team’s presentation in order to successfully rebut what was said.  **Individual note taking using prepared note sheet to accompany the Power Point of Resume Writing.** | **Resources**  Curriculum,  Teacher materials,  Student / Team cases, (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, Solvency, Harms, Inherency. | **Thinking Maps**  **Flow Sheet** | **Re-Teach / Wrap up**  **Homeworkv-20 Min**   1. Continue constructing Team essay paper. 2. Complete written critique.   Complete the worksheet: “What are my strengths.”  Develop a list of responsibilities and or jobs that you have had. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Friday**  **11/212014**  **ODD Day** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 3A – 3I / 4A -4N  §110.58. Communication Applications 1b, 1d, 1e, 1f, 2a, 2c, 2d, 2f, 2g | **Do Now – 10 Min**  **(Stamp Sheet)**  Check for Student written critiques | **Direct Instruction – 30 Min**  Three on three persuasive presentations, using specific time limit requirement.  Teacher Coaching through the Debate Method. | **Guided Practice**  Teacher will participate in the cross-examination of the student’s speeches in order to validate the student’s understanding of their written content, and the topic. Teacher will also model rebuttals. | **Tests/Quiz**  Student presentation.  Student participation.  Student critiques. |
| **Learning Target**  With their paired partners,  **SW:** continue team persuasive presentations.  **SW:** Be randomly paired for a formal  persuasive group presentation using  Worlds Debate Format as the method of  delivery.  **SW:** Develop the ability to analyze an  argument; Develop cross-examination  questions, and successfully present a  persuasive rebuttal.  Students in the audience WILL: write a complete critique evaluating which team was the most persuasive.  IF presentations are complete, **SW:** Continue the discussion on **the Elements of Resume Writing and “How to Construct a Resume.”** | **Scaffolding Questions**  How could the speaker have attacked their opponent’s point?  Which Team was the most persuasive team, and Why? | **Differentiated Strategies**  Each speaker will present a persuasive speech on the class topic using the Worlds Debate format as the delivery method.  **TOPICS:**  **1st period - Resolved: It is justified for the U.S. Government to violate a state’s sovereignty to ban the death penalty.**  **3rd period – Resolved: The USFG should make mandatory that every state increase punishment for child abuse.**  **7th period – Resolved: It is justified for the U.S. Government to violate a state’s sovereignty and make mandatory the legalization of same gender marriage.** | **Independent Practice – 30 Min**  Two, three man teams presenting, questioning, arguing, and rebutting. Each speaker’s topic points.  Student speakers will take notes, (flow), during the opposing team’s presentation in order to successfully rebut what was said.  **If time permits,** Using Chapter 8 of the textbook, complete the questionnaire worksheet. | **Resources**  Curriculum,  Teacher materials,  Student / Team cases, (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, Solvency, Harms, Inherency. | **Thinking Maps**  **Flow Sheet** | **Re-Teach / Wrap up**  **Homeworkv-20 Min**   1. Continue constructing Team essay paper. 2. Complete written critique. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| Administrative Signature: | Date: |