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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%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5CThe%20Transactional%20Model%20Aligned%20with%20CSI.doc) | [**Lesson Plan Tips**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5CProject%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5CCurriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5CVertical%20Alignment) | [**HAPG**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5CHAPG) | [**Modifications**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5CModifications) |
| **Week of:****11/17-21/2014** | [**OVERVIEW**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5COVERVIEW%20of%20Lesson%20Planning.doc) | [**EXPLANATION**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CThe%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | **ASSESSMENTS** |
| [**ENGAGE**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5C5%20E%20Model%5CEngage%20Slide.ppt) | [**EXPLORE**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5C5%20E%20Model%5CExplore%20Slide.ppt) | [**EXPLAIN**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5C5%20E%20Model%5CExplain%20Slide.ppt) | [**ELABORATE**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5C5%20E%20Model%5CELABORATE%20Slide.ppt) | [**EVALUATE**](file:///C%3A%5CUsers%5CMayo%5CDocuments%5CSupport%20Files%5C5%20E%20Model%5CEvaluate%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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| Teacher Signature: | Date: | **Comments:**      |
| Administrative Signature: | Date: |