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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**: 2 – Wk 5 | **GRADE LEVEL:** 9-12 | **Title: Persuasive Speaking / Small Group** | | |
| [**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:**  **11/03-07/2014** | [**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**  **11/03/2014**  **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)**  Individual persuasive argument check. | **Direct Instruction – 30 Min**  Teacher assistance with team case outlines, and creating evidence cards with a main argument.  Students will begin to pre-develop cross-examination question. | **Guided Practice**  Teacher will discuss and show how to create an argument, and cut evidence from an article.  Teacher will provide students with samples of evidence on as a guide. | **Tests/Quiz**  Student discussion and participation |
| **Learning Target**  With randomly paired partners,  **SW:** continue to develop main points for  arguments to support the assigned side of  the Aff or Neg of the class persuasive  topic.  With their paired partners,  **SW:** will develop and create an outline of their  team case for their Persuasive Team  presentation.  **SW**: Use the persuasive speech template to  construct a persuasive speech using news  articles from group and individual topic  research.  **SW:** Be randomly paired for a formal  persuasive group presentation using  Debate as the method of delivery. | **Scaffolding Questions**  How do you decide what information makes the best evidence? | **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**  Using the Persuasive speech template and with team, create a persuasive case / speech consisting of 6 main points, evidence support, and source citations.  Outside research on persuasive topic  Team research.  **Check for laptop availability.** | **Resources**  Curriculum / Teacher Materials.  Student team topic analysis, and written cases.  Student research / Internet |
| **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**  Bubble Map / Case Outline | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  1) Continue constructing main point arguments and compiling evidence support for persuasive team presentation.  2) Continue constructing outline & Team essay paper.  **Final typed Team case paper & outline due Wednesday 11/05** | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Tuesday**  **11/04/2014**  **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)**  Answer any last questions on Persuasive Debate process. | **Direct Instruction – 30 Min**  Three on three persuasive presentations, using specific time limit requirement. | **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:** will begin team persuasive presentations.  **SW:** will submit a team outline of their  team case for their Persuasive Team  presentation.  **SW:** Be randomly paired for a formal  persuasive group presentation using  Worlds Debate Format as the method of  delivery.  Student audience WILL: write a complete critique evaluating which team was the most persuasive. | **Scaffolding Questions**  What C-X or POI questions could you ask?  What could the speaker have asked their opponent? **(on the basis of what the speaker said in their speech?)**  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.  **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**  Student written critique sheets. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Wednesday**  **11/05/2014**  **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)**  Answer any last questions on Persuasive Debate process. | **Direct Instruction – 30 Min**  Two on two persuasive presentations, using specific time limit requirement. | **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**  **SW**: Begin persuasive team debate  Presentations.  **SW:** will submit a team outline of their  team case for their Persuasive Team  presentation.  **SW:** Be randomly paired for a formal  persuasive group presentation using  Worlds Debate Format as the method of  delivery.  Student audience WILL: write a complete critique evaluating which team was the most persuasive. | **Scaffolding Questions**  What C-X / POI questions could you ask?  What could the speaker have asked their opponent? **(on the basis of what the speaker said in their speech?)**  How could the speaker have attacked their opponent’s point?  Who 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.  **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**  Student written critique sheets. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Thursday**  **11/06/2014**  **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)**  Answer any last questions on Persuasive Debate process. | **Direct Instruction – 30 Min**  Three on three persuasive presentations, using specific time limit requirement. | **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**  **SW:** Continue persuasive team debate  Presentations.  **SW:** Develop the ability to analyze an  argument; Develop cross-examination  questions, and successfully present a  persuasive rebuttal.  **SW:** Be randomly paired to persuade their side  of the selected class topic.  Students in the audience WILL: write a complete critique evaluating which team was the most persuasive. | **Scaffolding Questions**  What C-X questions could you ask?  What could the speaker have asked their opponent? **(on the basis of what the speaker said in their speech?)**  How could the speaker have attacked their opponent’s point?  Who 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.  **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**  Student written critique sheets. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Friday**  **11/07/2013**  **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)**  Answer any last questions on Persuasive Debate process. | **Direct Instruction – 30 Min**  Three on three persuasive presentations, using specific time limit requirement. | **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**  SW: Continue persuasive team debate  Presentations.  SW: Develop the ability to analyze an argument;  Develop cross-examination questions, and  Successfully present a persuasive rebuttal.  SW: Be randomly paired to persuade their side  of the selected class topic.  Students in the audience WILL: write a complete critique evaluating which team was the most persuasive. | **Scaffolding Questions**  What C-X questions could you ask?  What could the speaker have asked their opponent? **(on the basis of what the speaker said in their speech?)**  How could the speaker have attacked their opponent’s point?  Who 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.  **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). |
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| Administrative Signature: | Date: |