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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%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:****11/03-07/2014** | [**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****11/03/2014** **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 topicTeam 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). |
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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). |
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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). |
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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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