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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 4 | **GRADE LEVEL:** 9-12 | **Title: Audience Analysis / Persuasion** | | |
| [**L.P. Chart**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | | [**Lesson Plan Tips**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\Project%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\Curriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\Vertical%20Alignment) | [**HAPG**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\HAPG) | | [**Modifications**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\Modifications) |
| **Week of:**  **10/27-31/2014** | [**OVERVIEW**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\OVERVIEW%20of%20Lesson%20Planning.doc) | | | [**EXPLANATION**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | | **ASSESSMENTS** |
| [**ENGAGE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\5%20E%20Model\Engage%20Slide.ppt) | | [**EXPLORE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\5%20E%20Model\Explore%20Slide.ppt) | [**EXPLAIN**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\5%20E%20Model\Explain%20Slide.ppt) | [**ELABORATE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\5%20E%20Model\ELABORATE%20Slide.ppt) | | [**EVALUATE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Fall%202014\October\Support%20Files\5%20E%20Model\Evaluate%20slide.ppt) |

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| **Monday**  **10/27/2014**  **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)**  Provide responses to the scaffolding questions. | **Direct Instruction – 30 Min**  Discussion of the aspects of Persuasive speaking in a group setting. | **Guided Practice**  Open class discussion of methods & criteria for group persuasive presentation. | **Tests/Quiz** |
| **Learning Target**  **Due to Time, some of the following objectives will were not covered last week.**  **SW:** Continue to participate in the discussion of  the aspects & elements of Verbal  Persuasive Communication.  **SW:** Discuss the responses from the completed  “How do you Persuade” W/S.  **SW:** As a group, offer topic ideas for class  Group Persuasive presentation.  **SW:** View scenes from the “Great Debaters” with emphasis on group persuasive speaking. | **Scaffolding Questions**  What makes a strong argument? | **Differentiated Strategies**  View scenes from the “Great Debaters.”  Group topic selection for Group Persuasion presentation.  Continue to discuss the aspects of Persuasive speaking with emphasis on the two methods that will be voted on by the class for a group persuasive presentation.  Student Note taking. | **Independent Practice – 30 Min**  Student Note Taking and open discussion of possible topic choice for presentation. | **Resources**  Teacher materials, Student topic ideas, Great Debaters DVD. |
| **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 | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  Claim, Warrant, Impact and Bubble map of class chosen topic.  2 news articles for class topic. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Tuesday**  **10/28/2014**  **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)**  Provide responses to the scaffolding questions. | **Direct Instruction – 30 Min**  Discussion of the aspects of Persuasive speaking in a group setting. | **Guided Practice**  Open class discussion of methods & criteria for group persuasive presentation. | **Tests/Quiz** |
| **Learning Target**  **Due to Time, some of the following objectives will were not covered last week.**  **SW:** Continue to participate in the discussion of  the aspects & elements of Verbal  Persuasive Communication.  **SW:** Discuss the responses from the completed  “How do you Persuade” W/S.  **SW:** As a group, offer topic ideas for class  Group Persuasive presentation.  **SW:** View scenes from the “Great Debaters”  with emphasis on group persuasive  speaking. | **Scaffolding Questions**  What makes a strong argument? | **Differentiated Strategies**.  View scenes from the “Great Debaters.”  Group topic selection for Group Persuasion presentation.  Continue to discuss the aspects of Persuasive speaking with emphasis on the two methods that will be voted on by the class for a group persuasive presentation.  Student Note taking. | **Independent Practice – 30 Min**  Student Note Taking and open discussion of possible topic choice for presentation. | **Resources**  Teacher materials, Student topic ideas, Great Debaters DVD. |
| **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 | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  Claim, Warrant, Impact and Bubble map of class chosen topic.  2 news articles for class topic. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Wednesday**  **10/29/2014**  **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)**  Provide responses to the scaffolding questions. | **Direct Instruction – 30 Min**  Continue to discuss the aspects of Persuasive speaking with emphasis on the two methods that will be voted on by the class for a group persuasive presentation.  Student Note taking. | **Guided Practice**  Open class discussion using student responses of scaffolding questions. | **Tests/Quiz** |
| **Learning Target**  **SW:** Be randomly paired to persuade their side  of the selected class topic.  **SW:** with paired partners, continue to develop  and analyze main points for arguments to  support the Aff or Neg side of their topic.  **SW**: With their partner, will develop and create  an Outline of their speech cases for their  Persuasive Team presentation.  **SW**: Using articles brought from home, and  found through internet research, will  compiling evidence support and  will continue to create argument points. | **Scaffolding Questions**  How do you appeal to your audience? | **Differentiated Strategies**  Student Note taking.  Class will be paired by teacher and topic sides will be assigned. | **Independent Practice – 30 Min**  Begin to work with partners to develop claims, warrants and impacts to persuade on their topic.  Group research. | **Resources**  Teacher resources. Laptops or Library.  Student argument ideas. |
| **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 | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  Argument ideas for persuasive group presentation.  2 news articles for class topic. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Thursday**  **10/30/2014**  **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)**  Provide responses to the scaffolding questions, and analysis of developed interpretation of topic. | **Direct Instruction – 30 Min**  Continue to discuss the aspects of Persuasive speaking with emphasis on the two methods that will be voted on by the class for a group persuasive presentation.  Student Note taking & research. | **Guided Practice**  Open class discussion using student responses of scaffolding questions. | **Tests/Quiz** |
| **Learning Target**  **SW:** Be randomly paired to persuade their side  of the selected class topic.  **SW:** with paired partners, continue to develop  and analyze main points for arguments to  support the Aff or Neg side of their topic.  **SW**: With their partner, will develop and create  an Outline of their speech cases for their  Persuasive Team presentation.  **SW**: Using articles brought from home, and  found through internet research, will  compiling evidence support and  will continue to create argument points. | **Scaffolding Questions**  What makes good evidence? | **Differentiated Strategies**  Student Note taking.  Class will be paired by teacher and topic sides will be assigned. | **Independent Practice – 30 Min**  Begin to work with partners to develop claims, warrants and impacts to persuade on their topic.  Group research. | **Resources**  Teacher resources. Laptops or Library.  Student argument ideas. |
| **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 | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  2 news articles for class topic.  **Plan is to begin group persuasive presentation on Wednesday.** | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |

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| **Friday**  **10/31/2014**  **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)** | **Direct Instruction – 30 Min**  Open class discussion.  Teacher assistance with arguments & evidence and speech writing. | **Guided Practice**  Open class discussion. | **Tests/Quiz** |
| **Learning Target**  **SW:** Continue small group research with their  partner to gather evidence to support their  assigned side of the class chosen topic.  **SW:** Discuss how to cut evidence from news  articles. | **Scaffolding Questions**  What makes good evidence? | **Differentiated Strategies**  Open discussion on persuasive points. | **Independent Practice – 30 Min**  Open group discussion.  Individual work sheet completion of the “Great Debaters.” | **Resources**  Teacher resources. Laptops or Library.  Student argument ideas. |
| **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 | **Re-Teach / Wrap up**  **Homeworkv-20 Min**  Construct team persuasive speech using template.  Group Persuasive speech.  **Plan is to begin presentations on Tuesday.** | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions.** |