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| **SCHOOL NAME: Westbury HS** | | | | **Teacher Name: Mayo** | | **Subject**: Debate | |
| [**Course**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** Debate I, II, III / Honors 8th Period | | | **Cycle**: 6 Wk 2 | **GRADE LEVEL:** 9-12 | **Title: Congressional Debate** | | |
| [**L.P. Chart**](Support%20Files/The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | | [**Lesson Plan Tips**](Support%20Files/Project%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](Support%20Files/Curriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](Support%20Files/Vertical%20Alignment) | [**HAPG**](Support%20Files/HAPG) | | [**Modifications**](Support%20Files/Modifications) |
| **Week of:**  **04/13-17/2015** | [**OVERVIEW**](OVERVIEW%20of%20Lesson%20Planning.doc) | | | [**EXPLANATION**](The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | | **ASSESSMENTS** |
| [**ENGAGE**](Support%20Files/5%20E%20Model/Engage%20Slide.ppt) | | [**EXPLORE**](Support%20Files/5%20E%20Model/Explore%20Slide.ppt) | [**EXPLAIN**](Support%20Files/5%20E%20Model/Explain%20Slide.ppt) | [**ELABORATE**](Support%20Files/5%20E%20Model/ELABORATE%20Slide.ppt) | | [**EVALUATE**](Support%20Files/5%20E%20Model/Evaluate%20slide.ppt) |

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| **Tuesday**  **04/14/2015**  **EVEN Day** | [TEKS](http://www.tea.state.tx.us/index2.aspx?id=6148): **§110.60. Debate I, II, III, Honors (One to Three Credits). (4) A, B, C, D/ (5) A, B, C / (6) A, B, C, D / (7) A, B, C / (8) A, B, C, D, E / (9) A, B, C, D, E / (10) A, B.** | **Do Now – 10Min**  **(Stamp Sheet)** | **Direct Instruction – 30 Min**    Teacher led discussion on debate format and required elements of Congressional Debate & Parliamentary Procedure. | **Guided Practice**  Teacher assistance on case construction. | **Tests/Quiz**  Student participation. |
| **Learning Target**  **SW:** Continue case modification & construction  On their Lincoln Douglas Aff & Neg cases  **Lincoln-Douglas:**  **Resolved**: When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy.  **SW:** Finalize and begin to present their  individual Original Oratory speech.  **SW:** Begin discussion on Congressional debate  & Parliamentary Procedure. | **Scaffolding Questions**  What is Parliamentary Procedure? | **Differentiated Strategies**  Open class discussion on Parliamentary Procedure.  Class note taking from Instructional Power point. | **Independent Practice – 30 Min**  Class notations from open discussion.  Brainstorm on idea that would make a good law.  Complete the congressional vocabulary in the text. | **Resources**  Student laptops, and internet,  Power Point & Teacher materials. |
| **Lesson /Academic Vocabulary**  Solvency, Harms, Inherency, Topicality, Plan, Status Quo, Speech Appeals: Logos, Ethos, Pathos, Parliamentary Procedure, Motion, Chair / PO, Germane. | **Thinking Maps**  Bubble Map | **Homework**  Preparation for UIL Regional Meet on April 24th & 25th.  Original Idea for Congressional Debate Bill and analysis using the 5 W’s & H. | **Accommodations**  Oral Instructions, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

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| **Thursday**  **04/16/2015** | [TEKS](http://www.tea.state.tx.us/index2.aspx?id=6148): **§110.60. Debate I, II, III, Honors (One to Three Credits). (4) A, B, C, D/ (5) A, B, C / (6) A, B, C, D / (7) A, B, C / (8) A, B, C, D, E / (9) A, B, C, D, E / (10) A, B.** | **Do Now – 10Min**  **(Stamp Sheet)**  Check for Bill idea. | **Direct Instruction – 30 Min**  Teacher led discussion on debate format and required elements of Congressional Debate & Parliamentary Procedure. | **Guided Practice**  Teacher assistance on case construction. | **Tests/Quiz**  Student participation,  & congressional debate vocabulary quiz. |
| **Learning Target**  **SW:** Continue case modification & construction  On their Lincoln Douglas Aff & Neg cases  **Lincoln-Douglas:**  **Resolved**: When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy.  **SW:** Finalize and begin to present their  individual Original Oratory speech.  **SW:** Begin discussion on Congressional debate  & Parliamentary Procedure. | **Scaffolding Questions**  What is Parliamentary Procedure?  When do you use the different motions? | **Differentiated Strategies**  Open class discussion on Parliamentary Procedure.  Class note taking from Instructional Power point. | **Independent Practice – 30 Min**  Class notations from open discussion.  Brainstorm on idea that would make a good law. | **Resources**  Student laptops, and internet,  Power Point & Teacher materials. |
| **Lesson /Academic Vocabulary**  Solvency, Harms, Inherency, Topicality, Plan, Status Quo, Speech Appeals: Logos, Ethos, Pathos, Parliamentary Procedure, Motion, Chair / PO, Germane. | **Thinking Maps**  Bubble Map | **Re-Teach / Wrap Up**  **Homework – 20 Min**    Preparation for UIL Regional Meet on April 24th & 25th.  Original Idea for Congressional Debate Bill and analysis using the 5 W’s & H. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |