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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**: 4 Wk 6 | **GRADE LEVEL:** 9-12 | **Title: Debate Topic Analysis & Case Construction & Delivery** |
| [**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:****02/23-27/2015** | [**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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| **Monday****02/23/2015****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** Open class discussion / Teacher led discussion on debate topics. | **Guided Practice**Open class discussion / Teacher led discussion and critique. | **Tests/Quiz**Student Debate Presentations. |
| **Learning Target****SW:** Be informed about the aspects of the HUDL City Championship from the competitors perspectives.**SW:** participate in a debate presentation using their original case for the side & topic assigned last class; using a One on One format.**SW:** Continue to modify their individual cases for the **Lincoln-Douglas topic:****Resolved**: When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy.**SW:** Continue to build their individual  Extemporaneous Files.**SW:** Continue to prepare individual Prose & Poetry selections. | **Scaffolding Questions**Various developed questions generated from student’s cases. | **Differentiated Strategies**Teacher one on one assistance.Student flow sheets and judging ballots. | **Independent Practice – 30 Min**Individual case writing and evidence research.Preparation for the UIL Meet on February 28th.Continue to set up individual Extemp Files. | **Resources**Student / Team cases.Internet.Teacher Materials. |
| **Lesson /Academic Vocabulary**Topic specific terminology. Solvency, Harms, Inherency, Topicality, Plan, Intrapersonal, Interpersonal, Debate, Argument, Claim, Impact, Constructive, Cross-Examination, Rebuttal, Point of Information, Refute, Case, Evidence. Flowing, Attention Getter, Signposting, Conclusion, Status Quo, Speech Appeals: Logos, Ethos, Pathos. | **Thinking Maps**Bubble Map / Flow Sheet | **Homework**Four news articles within the areas of: Politics, Economics, Foreign relations, and Social areas. | **Accommodations**Oral Instructions, ShortenedAssignments, Guided Practiceand One on One instruction, Extended Time and Verbal Instructions..  |

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| **Wednesday****02/25/2015** | [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 News articles. | **Direct Instruction – 30 Min**Open class discussion / Teacher led discussion on debate topics. | **Guided Practice**Open class discussion / Teacher led discussion and critique. | **Tests/Quiz**Student Debate Presentations. |
| **Learning Target****SW:** Be informed about the aspects of the HUDL City Championship from the competitors perspectives.**SW:** participate in a debate presentation using their original case for the side & topic assigned last class; using a One on One format.**SW:** Continue to modify their individual cases for the **Lincoln-Douglas topic:****Resolved**: When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy.**SW:** Continue to build their individual  Extemporaneous Files.**SW:** Continue to prepare individual Prose & Poetry selections. | **Scaffolding Questions**Various developed questions generated from student’s cases. | **Differentiated Strategies**Teacher one on one assistance.Student flow sheets and judging ballots. | **Independent Practice – 30 Min**Individual case writing and evidence research.Preparation for the UIL Meet on February 28th.Continue to set up individual Extemp Files | **Resources**Student / Team cases.Internet.Teacher Materials. |
| **Lesson /Academic Vocabulary**Topic specific terminology. Solvency, Harms, Inherency, Topicality, Plan, Intrapersonal, Interpersonal, Debate, Argument, Claim, Impact, Constructive, Cross-Examination, Rebuttal, Point of Information, Refute, Case, Evidence. Flowing, Attention Getter, Signposting, Conclusion, Status Quo, Speech Appeals: Logos, Ethos, Pathos. | **Thinking Maps**Bubble Map / Flow Sheet | **Re-Teach / Wrap Up****Homework – 20 Min** Prepare cases, Interp selections, and Extemp Files for UIL Meet. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..**  |

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| **Friday****02/27/2015** | [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 – 10 Min****(Stamp Sheet)** | **Direct Instruction – 30 Min**Open class discussion / Teacher led discussion on debate topics. | **Guided Practice**Open class discussion / Teacher led discussion and critique. | **Tests/Quiz**Student Debate Presentations |
| **Learning Target****SW:** Be informed about the aspects of the HUDL City Championship from the competitors perspectives.**SW:** participate in a debate presentation using their original case for the side & topic assigned last class; using a One on One format.**SW:** Continue to modify their individual cases for the **Lincoln-Douglas topic:****Resolved**: When in conflict, human rights protection ought to supersede state sovereignty in the conduct of United States foreign policy.**SW:** Continue to build their individual  Extemporaneous Files.**SW:** Continue to prepare individual Prose & Poetry selections. | **Scaffolding Questions**Various developed questions generated from student’s cases. | **Differentiated Strategies**Teacher one on one assistance.Student flow sheets and judging ballots. | **Independent Practice**Individual case writing and evidence research.Preparation for the UIL Meet on February 28th.Continue to set up individual Extemp Files | **Resources**Student laptops / Team cases.Internet.Teacher Materials. |
| **Lesson /Academic Vocabulary**Topic specific terminology. Solvency, Harms, Inherency, Topicality, Plan, Intrapersonal, Interpersonal, Debate, Argument, Claim, Impact, Constructive, Cross-Examination, Rebuttal, Point of Information, Refute, Case, Evidence. Flowing, Attention Getter, Signposting, Conclusion, Status Quo, Speech Appeals: Logos, Ethos, Pathos. | **Thinking Map**Bubble Map / Flow Sheet | **Homework**Prepare cases, Interp selections, and Extemp Files for UIL Meet. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..**  |