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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**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5CThe%20Transactional%20Model%20Aligned%20with%20CSI.doc) | [**Lesson Plan Tips**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5CProject%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5CCurriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5CVertical%20Alignment) | [**HAPG**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5CHAPG) | [**Modifications**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5CModifications) |
| **Week of:****02/09-13/2015** | [**OVERVIEW**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5COVERVIEW%20of%20Lesson%20Planning.doc) | [**EXPLANATION**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CThe%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | **ASSESSMENTS** |
| [**ENGAGE**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5C5%20E%20Model%5CEngage%20Slide.ppt) | [**EXPLORE**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5C5%20E%20Model%5CExplore%20Slide.ppt) | [**EXPLAIN**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5C5%20E%20Model%5CExplain%20Slide.ppt) | [**ELABORATE**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5C5%20E%20Model%5CELABORATE%20Slide.ppt) | [**EVALUATE**](file:///C%3A%5CUsers%5CThomas%5CDownloads%5CSupport%20Files%5C5%20E%20Model%5CEvaluate%20slide.ppt) |

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| **Monday****02/09/2015****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** |
| **Learning Target****SW:** Participate in a discussion of their debate presentation ballots.**SW:** Continue case modification & construction on the Format Topic of their choosing.**Cross-Examination – Policy:** Resolved: The USFG should substantially Increase its non-military exploration and / or development of the Earth’s oceans.**Lincoln-Douglas:** **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:** Be given a random topic for Extemporaneous speech outline construction. | **Scaffolding Questions**Various developed questions generated from student’s cases. | **Differentiated Strategies**Teacher one on one assistance. | **Independent Practice – 30 Min**Team & Individual case writing and evidence research.Individual topic research and outlining writing.Team preparation for the HUDL City Championship February 21st, and the UIL Meet on February 28th.SW: construct a working outline for a  random Extemp topic. | **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****02/11/2015** | [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 case. | **Guided Practice**Open class discussion / Teacher led discussion and assistance. | **Tests/Quiz**In class reading of Affirmative L-D Debate case. |
| **Learning Target****SW:** Participate in a discussion of their debate presentation ballots.**SW:** Continue case modification & construction on the Format Topic of their choosing.**Cross-Examination – Policy:** Resolved: The USFG should substantially Increase its non-military exploration and / or development of the Earth’s oceans.**Lincoln-Douglas:** **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:** Be given a random topic for Extemporaneous speech outline construction. | **Scaffolding Questions**Various developed questions generated from student’s cases. | **Differentiated Strategies**Teacher one on one / small group assistance.SW: also continue to set up their  individual exremp files. | **Independent Practice – 30 Min**Team & Individual case writing and evidence research.Individual topic research and outlining writing.Team preparation for the UIL C-X District Meet on Wednesday & Thursday, and the HUDL City Championship February 7th, and the UIL Meet on February 28th.SW: construct a working outline for a  random Extemp topic. | **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 Maps**Bubble Map / Flow Sheet | **Re-Teach / Wrap Up****Homework – 20 Min**  | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..**  |

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| **Friday****02/13/2015** | [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 cases. | **Guided Practice**Open class discussion / Teacher led discussion and assistance. | **Tests/Quiz**In class reading of Affirmative C-X Debate case and Extemporaneous speech outline. |
| **Learning Target****SW:** Participate in a discussion of their debate presentation ballots.**SW:** Continue case modification & construction on the Format Topic of their choosing.**Cross-Examination – Policy:** Resolved: The USFG should substantially Increase its non-military exploration and / or development of the Earth’s oceans.**Lincoln-Douglas:** **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:** Be given a random topic for Extemporaneous speech outline construction. | **Scaffolding Questions**Various developed questions generated from student’s cases. | **Differentiated Strategies**Teacher one on one / small group assistance.SW: also continue to set up their  individual exremp files. | **Independent Practice**Team & Individual case writing and evidence research.Individual topic research and outlining writing.Team preparation for the UIL C-X District Meet on Wednesday & Thursday, and the HUDL City Championship February 7th, and the UIL Meet on February 28th.SW: construct a working outline for a  random Extemp topic. | **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** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..**  |