|  |  |  |
| --- | --- | --- |
| **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 3 | **GRADE LEVEL:** 9-12 | **Title: Debate Topic Analysis & Case Writing and 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:****01/12-16/201** | [**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) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tuesday****01/13/2015****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.Class discussion and note taking on standard outline format for an Extemporaneous speech. | **Guided Practice**Student created outline for Extemporaneous speech. | **Tests/Quiz** |
| **Learning Target****SW:** Analyze judge ballots as critique feedback for case modification.**SW:** Continue case modification & construction on the Format Topic of their choosing.**Worlds Debate: TBA****Cross-Examination – Policy:** Resolved: The USFG should substantially Increase it’s 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.**Public Forum:** Resolved: On balance, economic globalization worldwide poverty reduction. | **Scaffolding Questions**Various developed questions generated from student’s cases.  | **Differentiated Strategies**Individual one on one topic discussion of chosen format.Introduce Prose interpretation. | **Independent Practice – 30 Min**Team & Individual case writing and evidence research.Individual topic research and outlining writing. | **Resources**Student / Team cases.Internet.Teacher Materials. |
| **Lesson /Academic Vocabulary**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.Edit, and modify cases for upcoming HUDL City Championship and UIL Meet. | **Accommodations**Oral Instructions, ShortenedAssignments, Guided Practiceand One on One instruction, Extended Time and Verbal Instructions..  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Thursday****01/15/2015** | [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)**Submit 4 news articles. | **Direct Instruction – 30 Min**Open class discussion / Teacher led discussion on debate case. | **Guided Practice**Teacher critiqued on student delivery.Open class discussion / Cross-Examination of speakers. | **Tests/Quiz**Constructive Speech Presentation. |
| **Learning Target****SW:** Analyze judge ballots as critique feedback for case modification.**SW:** Continue case modification & construction on the Format Topic of their choosing.**Worlds Debate: TBA****Cross-Examination – Policy:** Resolved: The USFG should substantially Increase it’s 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.**Public Forum:**Resolved: On balance, economic globalization worldwide poverty reduction. | **Scaffolding Questions**Various developed questions generated from student’s cases. | **Differentiated Strategies**Class participation and critique of individual Extemporaneous speech. | **Independent Practice – 30 Min**Team & Individual case writing and evidence research.Each student will begin to set up his / her own Electronic Extemp Files on their personal USB Drive. | **Resources**Student / Team cases.Internet.Teacher Materials. |
| **Lesson /Academic Vocabulary**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** Aff / Neg Topic Analysis Bubble MapCase writing & editing for HUDL Meet. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..**  |