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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 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) |

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| **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, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

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| **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 Map  Case writing & editing for HUDL Meet. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |