|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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**: 3 Wk 1 | **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:**  **01/26-30/2015** | [**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) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Monday**  **01/26/2015**  **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**  Debate Presentation. |
| **Learning Target**  **SW:** Continue case modification & construction on  the Format Topic of their choosing.  **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.  **Worlds Debate:**  This House believes that on balance, economic globalization benefits worldwide poverty reduction.  2. This House would abolish the death penalty.  3. This House would allow the public to remove Supreme Court justices by a popular referendum with a 60% majority.  **Public Forum:**  Resolved: On balance, economic globalization benefits worldwide poverty reduction. | **Scaffolding Questions**  Various developed questions generated from student’s cases. | **Differentiated Strategies**  Mock debate round class will flow & wiil cross examin the debaters. | **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 / 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, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wednesday**  **01/28/2015**  **EARLY Dismissal**  **Leave for**  **Bellaire HS**  **UIL C-X District** | [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**  Teacher critiqued on student delivery.  Open class discussion / Cross-Examination of speakers. | **Tests/Quiz**  In class reading of Affirmative L-D Debate case. |
| **Learning Target**  **SW:** Continue case modification & construction on  the Format Topic of their choosing.  **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.  **Worlds Debate:**  This House believes that on balance, economic globalization benefits worldwide poverty reduction.  2. This House would abolish the death penalty.  3. This House would allow the public to remove Supreme Court justices by a popular referendum with a 60% majority.  **Public Forum:**  Resolved: On balance, economic globalization benefits worldwide poverty reduction. | **Scaffolding Questions**  Various developed questions generated from student’s cases. | **Differentiated Strategies**  Mock practice round on L-D topic.  Class will flow.  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 / 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..** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Friday**  **01/30/2015** | [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**  Teacher critiqued on student delivery.  Open class discussion / Cross-Examination of speakers. | **Tests/Quiz**  Mock Worlds debate |
| **Learning Target**  **SW:** Continue case modification & construction on  the Format Topic of their choosing.  **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.  **Worlds Debate:**  This House believes that on balance, economic globalization benefits worldwide poverty reduction.  2. This House would abolish the death penalty.  3. This House would allow the public to remove Supreme Court justices by a popular referendum with a 60% majority.  **Public Forum:**  Resolved: On balance, economic globalization benefits worldwide poverty reduction. | **Scaffolding Questions**  Various developed questions generated from student’s cases. | **Differentiated Strategies**  Open class & one on one discussion.  Mock practice round on P-F Debate topic & Worlds debate.  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.  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 Map**  Bubble Map / Flow Sheet | **Homework** | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |