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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**: 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:**  **11/10-14/2014** | [**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**  **11/10/2014**  **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**  Student created outline for Extemporaneous speech. | **Tests/Quiz** |
| **Learning Target**  **SW:** Continue case modification & construction on  the Format Topic of their choosing.  **Worlds Debate:**  1.This House believes that any region should have the  right to secede if the majority of the population  decides.  2. This House believes the benefits of genetically  modified foods outweigh the harms.  3. This House would ban excessive and unusual  punishment in public schools.  **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: On Balance, government restrictions on threatening speech are desirable.  **Public Forum:** Resolved: On balance, the benefits of genetically modified foods outweigh the harms. | **Scaffolding Questions**  Various developed questions generated from student’s cases. | **Differentiated Strategies**  Mock debate round class will flow | **Independent Practice – 30 Min**  Team & Individual case writing and evidence research.  Individual topic research and outlining writing.  Team preparation for the HUDL Tournament at Austin HS. | **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. | **Accommodations**  Oral Instructions, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

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| **Wednesday**  **11/12/2014** | [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 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.  **Worlds Debate:**  1.This House believes that any region should have the  right to secede if the majority of the population  decides.  2. This House believes the benefits of genetically  modified foods outweigh the harms.  3. This House would ban excessive and unusual  punishment in public schools.  **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: On Balance, government restrictions on threatening speech are desirable.  **Public Forum:** Resolved: On balance, the benefits of genetically modified foods outweigh the harms. | **Scaffolding Questions**  Various developed questions generated from student’s cases. | **Differentiated Strategies**  Mock practice round on L-D topic.  Class will flow | **Independent Practice – 30 Min**  Team & Individual case writing and evidence research.  Team preparation for the HUDL Tournament at Austin HS. | **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 Tournament at Austin HS. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Friday**  **11/14/2014** | [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.  **Worlds Debate:**  1.This House believes that any region should have the  right to secede if the majority of the population  decides.  2. This House believes the benefits of genetically  modified foods outweigh the harms.  3. This House would ban excessive and unusual  punishment in public schools.  **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: On Balance, government restrictions on threatening speech are desirable.  **Public Forum:** Resolved: On balance, the benefits of genetically modified foods outweigh the harms. | **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. | **Independent Practice**  Team & Individual case writing and evidence research.  Team preparation for the HUDL Tournament at Austin HS. | **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 Map**  Bubble Map / Flow Sheet | **Homework**  4 topic specific news articles for anyone not competing at Austin HS. | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |