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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**: 2 Wk 2 | **GRADE LEVEL:** 9-12 | **Title: Debate Topic Analysis & Case Delivery & Extemp Spkg** | | |
| [**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:**  **11/24/2014** | [**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**  **11/24/2014**  **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.  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:** Continue case modification & construction on  the Format Topic of their choosing.  **Worlds Debate:**  1.This House believes for-profit prisons in the United States should be banned.  2.This House believes the benefits of genetically modified foods outweigh the harms.  3.This House believes employment decisions should be isolated from events that occur outside the workplace.  **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: For-profit prisons in the United States should be banned. | **Scaffolding Questions**  Various developed questions generated from student’s cases. | **Differentiated Strategies**  Individual topic drawing on either Informative or Persuasive Extemporaneous speaking.  Students will draw 5 topics and choose one to prepare a speech outline. | **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**  Prepare 4 arguments for new topics on both the Aff & Neg.  Prepare cases for HUDL Tourny on  December 5 & 6. | **Accommodations**  Oral Instructions, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

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|  | [TEKS](http://www.tea.state.tx.us/index2.aspx?id=6148): | **Do Now – 10Min**  **(Stamp Sheet)** | **Direct Instruction – 30 Min** | **Guided Practice** | **Tests/Quiz** |
| **Learning Target** | **Scaffolding Questions** | **Differentiated Strategies** | **Independent Practice – 30 Min** | **Resources** |
| **Lesson /Academic Vocabulary** | **Thinking Maps** | **Re-Teach / Wrap Up**  **Homework – 20 Min** | **Accommodations** |