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| **SCHOOL NAME: Westbury HS** | **Teacher Name: Mayo** | **Subject**: Professional Communications |
| [**Course**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** Professional Communications | **Cycle**: 6 – wk 3 | **GRADE LEVEL:** 9-12 | **Title: Persuasive Speaking & Small Group** |
| [**L.P. Chart**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CThe%20Transactional%20Model%20Aligned%20with%20CSI.doc) | [**Lesson Plan Tips**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CProject%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CCurriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CVertical%20Alignment) | [**HAPG**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CHAPG) | [**Modifications**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5CModifications) |
| **Week of:****04/20-24/2015** | [**OVERVIEW**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5COVERVIEW%20of%20Lesson%20Planning.doc) | [**EXPLANATION**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CThe%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | **ASSESSMENTS** |
| [**ENGAGE**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CEngage%20Slide.ppt) | [**EXPLORE**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CExplore%20Slide.ppt) | [**EXPLAIN**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CExplain%20Slide.ppt) | [**ELABORATE**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CELABORATE%20Slide.ppt) | [**EVALUATE**](file:///E%3A%5CLesson%20Plans%5C2014-2015%5CWestbury%20LP%27s%20Spring%202015%5CMarch%5CSupport%20Files%5C5%20E%20Model%5CEvaluate%20slide.ppt) |

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| **Monday****04/20/2015****EVEN DAY** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 4A-4N  | **Do Now – 10 Min****(Stamp Sheet)**Check for completed persuasive team & individual essay / case. | **Direct Instruction – 30 Min**Teacher will coach students on the application of persuasive speaking techniques. Teacher will offer an oral critique of the presentation. | **Guided Practice**Teacher will coach students on the application of persuasive speaking techniques.  | **Tests/Quiz**Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.**Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions**Various questions developed through the persuasive team presentation.  | **Differentiated Strategies****SW:** work as a small group, to present a formal persuasive speech on the class topic using team work and team collaboration.Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.Teacher will participate in cross-examination of persuasive presenters.  **4th Period:** Institutions of higher learning should waive tuition fees for people who qualify.**6th Period:**The United States Federal Government should allow Americans, who qualify, to pay reduced taxes. | **Independent Practice – 30 Min**Each team member will present a 4 minute constructive persuasive speech on the class topic. Each student will be given a 2 minute period for direct questions to be asked to their opposing team.Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**Bubble Map / Flow Sheet | **Re-Teach / Wrap up****Homeworkv-20 Min**Complete persuasive critique / debate ballot. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Tuesday****04/21/2015****ODD DAY** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 4A -4N | **Do Now – 10 Min****(Stamp Sheet)**Check for completed persuasive team & individual essay / case. | **Direct Instruction – 30 Min**Teacher will coach students on the application of persuasive speaking techniques. Teacher will offer an oral critique of the presentation. | **Guided Practice**Teacher will coach students on the application of persuasive speaking techniques.  | **Tests/Quiz**Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.**Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions**Various questions developed through the persuasive team presentation.  | **Differentiated Strategies**.**SW:** work as a small group, to present a formal persuasive speech on the class topic using team work and team collaboration.Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.Teacher will participate in cross-examination of persuasive presenters.**1st Period:** The death penalty is unjust and ought to be banned by the United States Federal Government.**3rd Period:**When in conflict, Federal law should supersede State law regarding same gender marriage.**7th Period:**The United States Federal GovernmentShould make mandatory that ever athlete, in every sport, undergo an annual drug test.  | **Independent Practice – 30 Min**Each team member will present a 4 minute constructive persuasive speech on the class topic. Each student will be given a 2 minute period for direct questions to be asked to their opposing team.Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**.Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**Bubble Map / Flow Sheet | **Re-Teach / Wrap up****Homeworkv-20 Min**Complete persuasive critique / debate ballot. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Wednesday****04/22/2015****EVEN DAY** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 4A -4N | **Do Now – 10 Min****(Stamp Sheet)**Submit written student critique | **Direct Instruction – 30 Min**Teacher will coach students on the application of persuasive speaking techniques. Teacher will offer an oral critique of the presentation. | **Guided Practice**Teacher will coach students on the application of persuasive speaking techniques.  | **Tests/Quiz**Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.**Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions**Various questions developed through the persuasive team presentation.  | **Differentiated Strategies****SW:** work as a small group, to present a formal persuasive speech on the class topic using team work and team collaboration.Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.Teacher will participate in cross-examination of persuasive presenters.  **4th Period:** Institutions of higher learning should waive tuition fees for people who qualify.**6th Period:**The United States Federal Government should allow Americans, who qualify, to pay reduced taxes. | **Independent Practice – 30 Min**Each team member will present a 4 minute constructive persuasive speech on the class topic. Each student will be given a 2 minute period for direct questions to be asked to their opposing team.Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**Bubble Map / Flow Sheet | **Re-Teach / Wrap up****Homeworkv-20 Min**Complete persuasive critique / debate ballot. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Thursday****04/23/2015****ODD DAY** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 4A -4N | **Do Now – 10 Min****(Stamp Sheet)**Check for completed persuasive team & individual essay / case. | **Direct Instruction – 30 Min**Teacher will coach students on the application of persuasive speaking techniques. Teacher will offer an oral critique of the presentation. | **Guided Practice**Teacher will coach students on the application of persuasive speaking techniques.  | **Tests/Quiz**Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.**Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions**Various questions developed through the persuasive team presentation.  | **Differentiated Strategies****SW:** work as a small group, to present a formal persuasive speech on the class topic using team work and team collaboration.Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.Teacher will participate in cross-examination of persuasive presenters.**1st Period:** The death penalty is unjust and ought to be banned by the United States Federal Government.**3rd Period:**When in conflict, Federal law should supersede State law regarding same gender marriage.**7th Period:**The United States Federal GovernmentShould make mandatory that ever athlete, in every sport, undergo an annual drug test. | **Independent Practice – 30 Min**Each team member will present a 4 minute constructive persuasive speech on the class topic. Each student will be given a 2 minute period for direct questions to be asked to their opposing team.Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**Bubble Map / Flow Sheet | **Re-Teach / Wrap up****Homeworkv-20 Min**Complete persuasive critique / debate ballot. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Friday****04/24/2015****EVEN DAY** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 4A -4N | **Do Now – 10 Min****(Stamp Sheet)** | **Direct Instruction – 30 Min**Teacher will coach students on the application of persuasive speaking techniques. Teacher will offer an oral critique of the presentation. | **Guided Practice**Teacher will coach students on the application of persuasive speaking techniques.  | **Tests/Quiz**Persuasive presentations, Team collaboration, written essay / case. |
| **Learning Target****SW:** Apply & utilize the elements of Persuasive Speaking: Claim, Warrant, and Impact; Persuasive Appeals: Logos, Ethos & Pathos, and Audience Analysis.**Students, with their paired partners / 2 teams of 3, will** present a Persuasive team presentation using the debate format of Worlds debate.**Student audience members will:** construct a written critique in the form of a ballot while applying critical listening. | **Scaffolding Questions** | **Differentiated Strategies****SW:** work as a small group, to present a formal persuasive speech on the class topic using team work and team collaboration.Teacher will randomly draw 1 Affirmative Team and 1 Negative team for persuasive team debate.Teacher will participate in cross-examination of persuasive presenters.**4th Period:** Institutions of higher learning should waive tuition fees for people who qualify.**6th Period:**The United States Federal Government should allow Americans, who qualify, to pay reduced taxes. | **Independent Practice – 30 Min**Each team member will present a 4 minute constructive persuasive speech on the class topic. Each student will be given a 2 minute period for direct questions to be asked to their opposing team.Audience will critically listen to the presentation and will construct a written critique in the form of a ballot stating which team was the most persuasive and why. | **Resources**Student laptops, cases / written essays. |
| **Lesson /Academic Vocabulary**Opposed, Indifferent, Supportive Audiences. Logos, Ethos, Pathos. Attention Getter, Signposting, Summary, Closure, Critique, Rate, Articulation, and Filler Words, Supportive Uncommitted, Indifferent Audiences; False Cause, Red Herring, Ad Hominem, False Dilemma, Bandwagon, Slippery Slope, Transfer, Status Quo, Claim, Warrant, Impact. | **Thinking Maps**Bubble Map / Flow sheet. | **Re-Teach / Wrap up****Homeworkv-20 Min**Complete persuasive critique / debate ballot. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions** |