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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**: 5 – wk 6 | **GRADE LEVEL:** 9-12 | **Title: Persuasive Speaking.** |
| [**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:****03/30-04/02/2015** | [**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****03/30/2015****EVEN DAY****STAAR TESTING** | [**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 individual Bubble Map | **Direct Instruction – 30 Min**Discuss Persuasive case construction, elements and criteria. | **Guided Practice**Teacher and team argument & case assistance. | **Tests/Quiz**Quiz on Persuasive argument elements, appeals, & audience types. |
| **Learning Target****SW:** Continue to participate in the discussion  of the elements of Persuasive Speaking: Claim, Warrant, and Impact; Audience Types, Persuasive Appeals: Logos, Ethos & Pathos.**Students, with their paired partners, will begin to** analyze the chosen class topic for a Persuasive team debate.**SW:** Begin to analyze, analyze main persuasive arguments for their assigned side of the topic.**SW:** Begin to research for evidence for their topic.  | **Scaffolding Questions**Various questions developed through open class discussion using student’s constructed arguments.How do you appeal to your audience?How do you defend your arguments?  | **Differentiated Strategies**Students will write specified persuasive terms and definitions.**SW:** work as a small group, to begin  compiling evidence for their side of assigned topic.**If time permits,****SW:** view a sample debate, utilizing persuasive techniques.**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**Brainstorm and develop Affirmative and Negative arguments using bubble maps for the class topic.Using their laptop, students will begin to gather evidence and support for their arguments. | **Resources**Teacher Materials, student laptops. |
| **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.** | **Re-Teach / Wrap up****Homeworkv-20 Min**Construct team arguments including the claim, warrant & impact supporting the assigned position of Aff or Neg.Begin outside team case / individual persuasive essay.Develop a total of 6 argument, 2 per team mate. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |

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| **Tuesday****03/31/2015****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 individual Bubble Map | **Direct Instruction – 30 Min**Discuss Persuasive case construction, elements and criteria. | **Guided Practice**Teacher and team argument & case assistance. | **Tests/Quiz**Quiz on Persuasive argument elements, appeals, & audience types. |
| **Learning Target****SW:** Continue to participate in the discussion  of the elements of Persuasive Speaking: Claim, Warrant, and Impact; Audience Types, Persuasive Appeals: Logos, Ethos & Pathos.**Students, with their paired partners, will begin to** analyze the chosen class topic for a Persuasive team debate.**SW:** Begin to analyze, analyze main persuasive arguments for their assigned side of the topic.**SW:** Begin to research for evidence for their topic.  | **Scaffolding Questions**Various questions developed through open class discussion using student’s constructed arguments.How do you appeal to your audience?How do you defend your arguments? | **Differentiated Strategies**.Students will write specified persuasive terms and definitions.**SW:** work as a small group, to begin  compiling evidence for their side of assigned topic.**If time permits,****SW:** view a sample debate, utilizing persuasive techniques.**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 every athlete, in every sport, undergo an annual drug test.  | **Independent Practice – 30 Min**Brainstorm and develop Affirmative and Negative arguments using bubble maps for the class topic.Using their laptop, students will begin to gather evidence and support for their arguments. | **Resources**.Teacher Materials, student laptops. |
| **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 | **Re-Teach / Wrap up****Homeworkv-20 Min**Construct team arguments including the claim, warrant & impact supporting the assigned position of Aff or Neg.Begin outside team case / individual persuasive essay.Develop a total of 6 argument, 2 per team mate. | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Wednesday****04/01/2015****EVEN DAY****STAAR TEST****Associate Teacher** | [**TEKS**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** §110.58. Communication Applications 4A -4N | **Do Now – 10 Min****(Stamp Sheet)**Associate teacher needs to check for 6 team arguments. | **Direct Instruction – 30 Min**Discuss Persuasive case construction, elements and criteria. | **Guided Practice**Teacher and team argument & case assistance. | **Tests/Quiz** |
| **Learning Target****Students, with their paired partners, will begin to** analyze the chosen class topic for a Persuasive team debate.**SW:** Continue to analyze their Audience utilizing the class topic.**SW:** Continue to analyze, analyze main persuasive arguments for their assigned side of the topic.**SW:** Continue to research for evidence for their topic. | **Scaffolding Questions**Various questions developed through open class discussion using student’s constructed arguments.How do you appeal to your audience?How do you defend your arguments? | **Differentiated Strategies** **SW:** work as a small group, to begin  compiling evidence for their side of assigned topic.**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**Continue to brainstorm and develop Affirmative and Negative arguments using bubble maps for the class topic.Using their laptop, students will begin to gather evidence and support for their arguments. | **Resources**Teacher resources and student laptops. |
| **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** | **Re-Teach / Wrap up****Homeworkv-20 Min**Continue to construct team arguments including the claim, warrant & impact supporting the assigned position of Aff or Neg.Continue outside team case / individual persuasive essay.**Team essays using the Persuasive speech****Template will be due on: Thursday, April 9. Presentations will also begin on Thursday.** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Thursday****04/02/2015****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 6 team arguments. | **Direct Instruction – 30 Min**Discuss Persuasive case construction, elements and criteria. | **Guided Practice**Teacher and team argument & case assistance. | **Tests/Quiz** |
| **Learning Target****Students, with their paired partners, will begin to** analyze the chosen class topic for a Persuasive team debate.**SW:** Continue to analyze their Audience utilizing the class topic.**SW:** Continue to analyze, analyze main persuasive arguments for their assigned side of the topic.**SW:** Continue to research for evidence for their topic. | **Scaffolding Questions**Various questions developed through open class discussion using student’s constructed arguments.How do you appeal to your audience?How do you defend your arguments? | **Differentiated Strategies**Students will write specified persuasive terms and definitions.**SW:** work as a small group, to continue  compiling evidence for their side of assigned topic.**If time permits,****SW: view a sample debate, utilizing** **persuasive techniques.****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 every athlete, in every sport, undergo an annual drug test. | **Independent Practice – 30 Min**Continue to brainstorm and develop Affirmative and Negative arguments using bubble maps for the class topic.Using their laptop, students will begin to gather evidence and support for their arguments. | **Resources**Teacher resources and student laptops. |
| **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** | **Re-Teach / Wrap up****Homeworkv-20 Min**Continue to construct team arguments including the claim, warrant & impact supporting the assigned position of Aff or Neg.Continue outside team case / individual persuasive essay.**Team essays using the Persuasive speech****Template will be due on: Wednesday April 8. Presentations will begin Friday, April 10.** | **Accommodations** **Oral Instructions, Shortened** **Assignments, Guided Practice** **and One on One instruction,** **Extended Time and Verbal**  **Instructions.** |

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| **Friday****04/03/2015****HOLIDAY** | [**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** | **Guided Practice** | **Tests/Quiz** |
| **Learning Target**  | **Scaffolding Questions** | **Differentiated Strategies** | **Independent Practice – 30 Min** | **Resources** |
| **Lesson /Academic Vocabulary** | **Thinking Maps** | **Re-Teach / Wrap up****Homeworkv-20 Min** | **Accommodations** |