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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:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | | [**Lesson Plan Tips**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\Project%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\Curriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\Vertical%20Alignment) | [**HAPG**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\HAPG) | | [**Modifications**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\Modifications) |
| **Week of:**  **03/30-04/02/2015** | [**OVERVIEW**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\OVERVIEW%20of%20Lesson%20Planning.doc) | | | [**EXPLANATION**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | | **ASSESSMENTS** |
| [**ENGAGE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\Engage%20Slide.ppt) | | [**EXPLORE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\Explore%20Slide.ppt) | [**EXPLAIN**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\Explain%20Slide.ppt) | [**ELABORATE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\ELABORATE%20Slide.ppt) | | [**EVALUATE**](file:///E:\Lesson%20Plans\2014-2015\Westbury%20LP's%20Spring%202015\March\Support%20Files\5%20E%20Model\Evaluate%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 Government  Should 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 Government  Should 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** |