**Unit Essential Question:** In the face of adversity, what causes some individuals to prevail while others fail?

**Performance Descriptors:**

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| **Interpersonal Speaking & Writing**: Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.**Interpretive Reading & Listening:** Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support. |

**AP Themes:**

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| Personal & Public Identities, Contemporary Life |

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| **Concepts:** | **Can-Do Statements (Skills):** |
| Language as a sense of identityBaseballBeliefs & Values | **Interpersonal Communication:*** Describe or write about a historical event, historical figure
* Respond to discussion questions
* Express opinion about issues that I’ve read about
* Begin to give justification for opinion (OREO graphic)

**Interpretive Communication:*** Understand basic information from a story
* Understand the basic purpose of a message (type of message/ genre)
* Predict what will happen next

**Presentational Communication:*** Write basic information about things I have learned using a series of simple sentences
* Write/ tell about a familiar experience or event using practiced material using a series of simple sentences.
* Retell a story using visuals
* Describe or write someone’s: traits, preferences, leisure activities, nationality
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**Key Lesson Questions:**

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| Can I talk about the obstacles that Felipe Alou faced in Louisiana and in Florida?Can I understand a biographical text?Can I recognize the difference between present and past tense when I read and listen? |

**Vocabulary:**

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| **Capítulo 10:**Preferian hablarse el uno al otro…Hicieron historiaCambiaron (traded)Fueron queridosEran estimados | **Capítulo 9:**Tenia + ageDuracion de una carrera tipicaPuedo acostumbrarme a vivir sin…Hizo la transicionSufrio una tragediaLo devastoHabia + -ado/ -idoEspiritu firme = strong faithLo resucitaronSe establecio como managerHabia regresado entre las temporadasGano campeonatosLo subieron a Las Grandes LigasLo reconocieronTendra implicacionesEs su legadoLa premonicion se cumplio |

**Resources/ Materials:**

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| <http://nesbittspanish2.weebly.com/felipe-alou-capitulos-10-y-11.html>Quizlet game¡No es verdad, Felipe! – activity posted on [website](http://nesbittspanish2.weebly.com/felipe-alou-capitulos-10-y-11.html)[End of novel activities](http://nesbittspanish2.weebly.com/felipe-alou-fin-de-la-novela.html)Felipe Alou novelFelipe Alou novel – Teacher’s GuideReading guide for the chapterRubric: Interpersonal Speaking |

**Procedures:**

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| **Chapters 10 & 11**1. Preview vocabulary by playing Quizlet Live
2. Background information/ PQA - Talk about: What is a metaphor? Why would someone NOT be allowed to speak a language other than English in the US? When have students been in the situation of not understanding a different language? With bilingual students, when do you speak in one language versus the other?
3. Read the chapters in small groups and/ or as a class
4. After reading, ¡No es verdad, Felipe! – find and correct the errors (self-check activity)
 |
| **End of Novel Activities**Materials: Dice (1 die/ group), Tira y Habla sheets (there are 2 different games)1. Put students into small groups.
2. Student A will roll the die and will respond to the prompt in Spanish.
3. Repeat with the other student(s) in the group.
4. Continue with both games until you call time.
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**Assessments:**

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|  | **Communication Mode** | **Type** |
| Question/ Answer about the chapters | Interpersonal Speaking | Formative |
| End of the novel activities | Interpersonal Speaking | Summative |
| 10-minute Free Write | Presentational Writing | Formative |