**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 identity  Baseball  Beliefs & 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 |

**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 historia  Cambiaron (traded)  Fueron queridos  Eran estimados | **Capítulo 9:**  Tenia + age  Duracion de una carrera tipica  Puedo acostumbrarme a vivir sin…  Hizo la transicion  Sufrio una tragedia  Lo devasto  Habia + -ado/ -ido  Espiritu firme = strong faith  Lo resucitaron  Se establecio como manager  Habia regresado entre las temporadas  Gano campeonatos  Lo subieron a Las Grandes Ligas  Lo reconocieron  Tendra implicaciones  Es su legado  La 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 novel  Felipe Alou novel – Teacher’s Guide  Reading guide for the chapter  Rubric: 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. |

**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 |