**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 Theme:**

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| Global Challenges, Families & Communities, Contemporary Life, Personal & Public Identities |

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| **Concepts:** | **Can-Do Statements (Skills):** |
| Family structure  Race  Sports | **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 compare my family to that of Felipe Alou?  Can I talk about positive and negative traits of professional athletes?  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 2:**  Tenía  Family vocabulary  Vivía  Había  Era  se llamaba  Sentía que  Iba a hacer  Lanzador de jabalina  Estaba  La raza | **Capítulo 3:**  Mientras estaba  No podía  Tenía que concentrarse  Fue (went)  Estuvo (was)  Entrenar (to train)  Insistió en que…  Quería  Permitió  hablaste/ hablé |

**Resources/ Materials:**

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| **Chapter 2:**  <http://nesbittspanish2.weebly.com/felipe-alou-capitulo-2.html>  Grudge Ball review game – [Instructions here](https://drive.google.com/file/d/0B_SGIahFBCj8VE5GdDVLNUZwODQ/view)  Felipe Alou novel  Felipe Alou novel – Teacher’s Guide  **Chapter 3:**  <http://nesbittspanish2.weebly.com/felipe-alou-capitulo-3.html>  Felipe Alou novel  Felipe Alou novel – Teacher’s Guide  Props for Readers’ Theater |

**Procedures:**

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| **Chapter 2:**   1. Background information/ PQA - Talk about:    1. Your family    2. Do your parents think that sports are important? What about school?    3. What do you think is more important: sports or school? 2. Pre-reading: Read Felipe’s family tree & discuss 3. Reading as a whole class 4. Grudge Ball review game   **Chapter 3:**   1. Background information/ PQA - Talk about:    1. What sport(s) do you play?    2. Do athletes have a responsibility to be positive role models?    3. What are characteristics of good role models? Bad role models? 2. Reading of the chapter in small groups: Readers’ Theater    1. Divide class into 7 groups – each is responsible for a page in the chapter.    2. Students need to act out or represent their understanding of their part of the chapter WITHOUT using English. |

**Assessments:**

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|  | **Communication Mode** | **Type** |
| Question/ Answer about Chapter 2 | Interpersonal Speaking | Formative |
| Grudge Ball | Interpersonal Speaking | Formative |
| Question/ Answer about Chapter 3 | Interpersonal Speaking | Formative |
| Readers’ Theater – acting out Chapter 3 | Interpretive Reading | Formative |
| Vocabulary recognition – Quizlet Live | Interpretive Reading | Formative |