**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 structureRaceSports | **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 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:**TeníaFamily vocabularyVivíaHabíaErase llamabaSentía que Iba a hacerLanzador de jabalinaEstabaLa raza | **Capítulo 3:**Mientras estabaNo podíaTenía que concentrarseFue (went)Estuvo (was)Entrenar (to train)Insistió en que…QueríaPermitióhablaste/ 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 novelFelipe Alou novel – Teacher’s Guide**Chapter 3:**<http://nesbittspanish2.weebly.com/felipe-alou-capitulo-3.html>Felipe Alou novelFelipe Alou novel – Teacher’s GuideProps 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.
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**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 |