**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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| Families & Communities, Contemporary LifeGlobal challenges, Personal & Public Identities |

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| **Concepts:** | **Can-Do Statements (Skills):** |
| SportsLast namesLanguage barriersRacism and Segregation | **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 the obstacles that Felipe Alou faced?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 4:**Quiero que jueguesQuería serQuerían que fuera (job)Ganó la medalla de oroNo entendió que era (last name)Apellido principalSegundo apellidoSe convirtió | **Capítulo 5:**Se encontróNo podía obtenerEsperabaQuería salirLlegóIba a encontrarseNo entendíaSintió mucho estrésNo sentía nada de compasiónsalió/ salieronNo podían sentarseMismoLeyes de segregaciónIntentó entrarNo pudo |

**Resources/ Materials:**

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| **Chapter 4:**<http://nesbittspanish2.weebly.com/felipe-alou-capitulo-4.html>Felipe Alou novelFelipe Alou novel – Teacher’s GuideReading guide for the chapter**Chapter 5:**<http://nesbittspanish2.weebly.com/felipe-alou-capitulo-5.html>Felipe Alou novelFelipe Alou novel – Teacher’s GuideVideo clip of a newscast in SpanishGame: El Sapo de Otro Pozo |

**Procedures:**

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| **Chapter 4:** 1. Background information/ PQA - Talk about: Do you think that athletes can play more than one sport professionally? Who are some athletes who have done this? Are they better at one sport than another? Which one?
2. Vocabulary preview: Quizlet Live games
3. Baseball infographic: <http://blog.masterelcorreo.com/wp-content/uploads/sites/16/2016/04/infografia-beisbol.png>
4. Act out a baseball game
5. Read chapter with a partner
6. Students fill out the reading guide: Unknown words, reading comprehension, true/ false quiz creation, sequence the events

**Chapter 5:** 1. Hook - play a video with either rapid Spanish or a different language. How does that make you feel? <https://www.youtube.com/watch?v=CMbMlEBwykk>
2. Preview vocabulary - Quizlet
3. Reading of the chapter as a class
4. Game: El Sapo de Otro Pozo
5. Assessment: Jennifer Bricker story
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**Assessments:**

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|  | **Communication Mode** | **Type** |
| Question/ Answer about Chapter 4 | Interpersonal Speaking | Formative |
| Chapter 4 Reading worksheet | Interpretive Reading & Interpersonal Writing | Formative |
|  |  |  |
| Question/ Answer about Chapter 5 | Interpersonal Speaking  | Formative |
| El Sapo de Otro Pozo | Interpretive Reading/ Interpersonal Speaking | Formative |
| Vocabulary recognition – Quizlet Live  | Interpretive Reading | Formative |
| Reading “Jennifer Bricker: Todo es posible”. - PDF by Martina BexSOC-24983016 | Interpretive Reading | Summative |