**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 Life  Global challenges, Personal & Public Identities |

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| **Concepts:** | **Can-Do Statements (Skills):** |
| Baseball  Hunger  Language barriers  Racism 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 |

**Key Lesson Questions:**

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| 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 6:**  Iba a ir  Estaba +ndo  Se subió  Se sentaban en la parte trasera  Fueron  Mientras esperaba en la fila  Olía  Repitió  Estuvo + time  Decidió moverse  atrás/ detrás  Ya no  Prefería vivir  guagua | **Capítulo 7:**  Bateaba  Esperaban un jonrón  Fue al plato  Lanzó la pelota  Paso el sombrero  Le dio  repitió |

**Resources/ Materials:**

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| **Chapter 6:**  <http://nesbittspanish2.weebly.com/felipe-alou-capitulo-6.html>  Felipe Alou novel  Felipe Alou novel – Teacher’s Guide  Reading guide for the chapter  Quizizz: <https://quizizz.com/admin/quiz/start_new/581913a4d9aefd1e35970ddd>  **Chapter 7:**  <http://nesbittspanish2.weebly.com/felipe-alou-capitulo-7.html>  Felipe Alou novel  Felipe Alou novel – Teacher’s Guide  No es Justo game (Power Point with questions) |

**Procedures:**

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| **Chapter 6:**   1. Background information/ PQA - Talk about: Hunger? When was a time that you were extremely hungry? What is the longest amount of time you’ve gone without eating? What is something you would like to do, but can’t because it’s prohibited? 2. Vocabulary preview: Quizlet Live games 3. Read the chapter in small groups 4. 2 Truths and a Lie (student-created). Write 2 or more question sets. Ask 3 or more classmates to answer each question set. 5. Quizizz (A review of chapters 4-6) |
| **Chapter 7:**   1. Background information/ PQA - Talk about: When you watch sports: How do you react when something good happens? Bad? What do fans do when their team wins, especially an important game? What are some events in which fans celebrated? 2. Vocabulary preview: Quizlet Live games 3. Teacher read aloud of the chapter 4. Ask students what happened in the chapter that they just heard 5. No es justo game |

**Assessments:**

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|  | **Communication Mode** | **Type** |
| Question/ Answer about Chapter 6 | Interpersonal Speaking | Formative |
| 2 Truths and a Lie | Interpretive Reading/ Interpersonal Speaking & Writing | Formative |
| Quizizz after Chapter 6 | Interpretive Reading | Summative |
| Question/ Answer about Chapter 7 | Interpersonal Speaking | Formative |
| Vocabulary recognition – Quizlet Live | Interpretive Reading | Formative |
| No es Justo game | Interpretive Reading | Formative |