**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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| Global challenges, Contemporary Life |

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| **Concepts:** | **Can-Do Statements (Skills):** |
| Racism and SegregationBaseball | **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 talk about the obstacles that Felipe Alou faced in Louisiana and in Florida?Can I calculate a batting average?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 8:**Mientras vivíanNo importabaEra deplorableEra la costumbre | **Capítulo 9:**Tenían que llevarEstaba orgullosoSe sentían (felices, orgullosos)Los promediosMediaModaMediana |

**Resources/ Materials:**

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| **Chapter 8:**<http://nesbittspanish2.weebly.com/felipe-alou-capitulo-8.html>Felipe Alou novelFelipe Alou novel – Teacher’s GuideReading guide for the chapterHula HoopsPost-it notes**Chapter 9:**<http://nesbittspanish2.weebly.com/felipe-alou-capitulo-9.html>Felipe Alou novelFelipe Alou novel – Teacher’s GuideTime line statements (manipulatives) |

**Procedures:**

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| **Chapter 8:** 1. Background information/ PQA - Talk about: Would you like to live in a house or apartment with friends? Why or why not? Brainstorm a list of TV shows in which friends live together. Do the police always do the right thing? Are you afraid of the police?
2. Read the chapter in small groups
3. After reading, set up Hula hoops in form of Venn Diagram. One circle is “Lake Charles, LA”, and the other is “Cocoa, FL”.
4. Students will get 3 post-it notes & will write a short statement on each one. The goal is to compare and contrast events/ Felipe’s life in the two places.
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| **Chapter 9:** 1. Math lesson: Measures of Central Tendency (Mean, median, mode)
* Ask for students’ shoe sizes (separate ranges by guys/ girls)
* Ask what the mode is for each set of numbers
* Demonstrate how to calculate the mean.
* Show formula to calculate batting average: number of hits / number of at bats. Explain what a hit is and what an at bat is
* Students come up with the hits vs at bats and calculate the batting averages (Great higher numbers practice!)
* Ask what is considered to be a “good” average -- .300
* Students will search for baseball players with averages of at least .300
1. Read the story as a whole class – may need to act out the restaurant scene
2. Sequence the events: In small groups, students will unscramble the events in Felipe’s life.
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**Assessments:**

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|  | **Communication Mode** | **Type** |
| Question/ Answer about Chapter 8 | Interpersonal Speaking | Formative |
| Hula Hoop Venn Diagram | Interpretive Reading/ Interpersonal Speaking & Writing | Formative |
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| Question/ Answer about Chapter 9 | Interpersonal Speaking  | Formative |
| Time line sequencing | Interpersonal Reading | Formative |