

## Sports

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### Vital information

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**Subject(s):** Foreign Language

**Topic or Unit of Study:** Sports

**Grade/Level:** 5

**Objective:** Students will identify sports vocabulary.

Students will identify personal preferences in sports activities.

**Summary:** Students will select images from sports pictures, identify elements relating to sports vocabulary, and express preferences about their favorite sports activity.

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### Implementation

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**Learning Context:** This activity introduces the sports unit.

**Procedure:** Students will select images.

Students will work with partners to complete sports dialog.

Students will present dialog to class.

**Differentiated Instruction:**

**Sample Student Products:**

**Collaboration:**

**Time Allotment:**

**Author's Comments & Reflections:**

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### Materials and resources

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**Instructional Materials:**

**Resources:**

## Standards & assessment

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### Standards:

#### PA- Pennsylvania Academic Standards

- **Subject** : Arts and Humanities
  - **Area 9.2:** Historical and Cultural Context
    - **Grade** : Grade 5
      - **Standard E.:** Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

#### USA- American Council on the Teaching of Foreign Language: Standards for Foreign Lang. Learning

- **Strand** : Communication: Communicate in languages other than English
  - **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.
  - **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Strand** : Connections: Connect with other disciplines and acquire information
  - **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- **Strand** : Communities: Participate in multilingual communities at home and around the world
  - **Standard 5.1:** Students use the language both within and beyond the school setting.
  - **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

### Assessment/Rubrics: Rubrics

1. <u>sports</u>
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## sports

<i>Levels:</i>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<i>Criteria:</i>					
<b>Written Skills</b>	Has difficulty with spelling, accents, and simple sentences; limited vocabulary; difficulty with grammatical skills Advanced vocabulary and grammatical skills enhance the composition of clear, focused, creative paragraphs	Able to write complex sentences, understands intermediate grammatical concepts, enhanced vocabulary	Able to write simple sentences; understands basic grammatical concepts, vocabulary is developing; has some difficulty with spelling		
<b>Projects</b>	Project is well-organized and meets all requirements; exceptional understanding of the language is displayed through creativity and varied use of materials	Project is well-organized and meets most requirements; understanding of the language is displayed through creative thought and use of materials	Project meets half of the requirements; well-organized; some originality and creative thought; displays a basic understanding of the language	Unorganized and meets less than half the requirements; displays little to no creative thought, does not display basic understanding of the language	