

Unit Title: What Makes Basketball So Important?

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Language/Level: Arabic
Beginning level-end of year
Grades 6-8

Unit Overview: This assessment follows a unit on sports. Students will have talked about practicing, sportsmanship, and doing one's best. Basketball is a popular sport in Arabic speaking countries and students are interested in the players and all related materials and information about teams. Many students play basketball as a free time activity. Students are beginning level; some may hear Arabic at home.

Important Question: "Why do you know about basketball?" "What makes it so important?"

Goals/Outcomes:

1. Students will be able to name types of sports in Arabic and to answer basic questions about a basketball team.
2. Students will learn vocabulary and be able to talk about basketball and provide simple information about players.
3. Students will create a poster of a basketball team. Students will create a short sports cast and perform it for the class.
4. Students will understand cultural differences and similarities in the way basketball is played.
5. Students will understand that sports are common to all cultures.

Performance Assessment		
1. Interpretive Task	2. Interpersonal Task	3. Presentational Task
<p>Students listen to a teacher-recorded sportscast about a basketball game and the players and fill in information on a sheet.</p>	<p>In groups of three, students ask each other questions about a basketball or other sport event they saw or heard or read about that was assigned or shown in class. It could be a school team game as well, or a sport they play (in case there are students who don't watch basketball).</p> <p>Students take notes from the discussion, students ask each other about the games, teams or the players.</p> <p>This activity/assessment can be done in a jigsaw. Students move to another group and give and get information to and from other students who had been in other groups.</p>	<p>Students work in pairs or groups of 3. They 1) choose a team and create a poster and, if they wish a logo for the team. Posters are posted around the room and students take turns doing a "gallery walk" like in an art gallery. Half of the students stay near their poster and talk about it. The "visitors" to the art walk take notes on a sheet that the teacher collects. The students trade roles. 2) Students create a sports cast to present to the class. They give a short "play by play" description of a game.</p>
<p>Cultures: Students understand that all cultures have sports and that basketball is played in Arabic-speaking countries.</p>		
<p>Connections: Math, phy ed, health and social studies, self discipline. Creates good character over time by building good sportsmanship, hard work and respect.</p>		
<p>Comparisons: to words used for the sports and if they are authentic words in Arabic or if the English is used for words like jersey. Culture – where are the sports played- after school, in neighborhood, what is needed, role of coaches and the expectations of the players.</p>		
<p>Communities: Students present their posters to younger students who come for the gallery walk (for description see task).</p>		

Interpretive task

(Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)

This task fits in the beginning, after students survey each other in an activity about the sports they play or watch and teacher uses a class discussion to practice vocabulary while tallying the survey results and other learning activities listed at the end of the unit.

Students listen to a teacher-recorded sportscast about a basketball game and fill in information on a sheet. Or the teacher plays a part of a game recorded earlier. The recording could also be a sportscast about a number of sports.

To respond to questions about a basketball game, including information about players, students can answer questions to indicate understanding by circling the correct Arabic phrases, words or pictures, depending on the amount of language the students hear at home.

If the sports cast contains a series of scores, students could be asked to write the scores next to the picture of the sport. See sample below.



_____ to _____



_____ to _____



_____ to _____

Directions to Students: Listen to the sports cast and answer the questions below.

Remember to:

- Listen carefully

Please answer the questions below:

Who played the game?

What was important about the game?

What was the outcome?

Team Name	Score

What is one thing you heard about the players?

Name of player:

Mode of Communication	Interpersonal task
<p data-bbox="111 436 289 500"><i>Performance Assessment</i></p> <p data-bbox="111 1120 495 1185">Where in the unit does this fit best?</p>	<p data-bbox="579 428 1705 495">Teacher divides students into groups of 3 and assigns each student a number from 1 to 3 (1-4 four if it is necessary to make groups of four)</p> <p data-bbox="579 540 1749 607">In groups of three/four, students ask each other questions about what a sport they like and a player they admire, or another athlete they know.</p> <p data-bbox="579 652 1734 719">Students use a sheet to record the information from the discussion, students ask each other about their likes in sports, teams or the players.</p> <p data-bbox="579 764 1738 969">This activity/assessment can be done in a jigsaw. When it is time, (two minutes should be long enough, but the teacher can gauge the time) students move to another group and give and get information from the second group of students who had been in other groups. The teacher tells one student in each group to stay; e.g., everyone move to the group on the left but all number twos stay in their seat. This allows all students to talk to everyone in the class and record information in an orderly way</p> <p data-bbox="579 1015 1591 1081">Teacher moves from group to group and observes students as they get and give information.</p> <p data-bbox="579 1154 1486 1188">In the middle after students have completed the Venn diagram activity.</p>

RUBRIC or Criteria for Interpersonal Task

Non-negotiables - Remember to:

- Take turns
- Ask questions
- Answer questions
- Move to next group when time is up
- Listen and be kind

Sample Student Sheet for Interpersonal Task

My name: _____

	Likes	Admires	Doesn't like	Reason
Name of Student 1				
Name of Student 2				
Name of Student 3				
etc.				

Rubric for Interpersonal Task

Teacher Rubric
SUE* Method

	S	U	E	Grade/points
Student 1	+	+	✓	B
Student 2	+	✓	✓	B-/C+
Student 3	✓	✓	✓	C
Student 4	✓	+	✓	C-

Rubric for Interpersonal Task taken from Blaz, D. (2001). A collection of performance tasks and rubrics. NY: Eye on Education. p.36.

- S = Success: Did the student successfully accomplish what was assigned?
- U = Understanding: How easy was the response to understand?
- E = Effort: Was the speaker making an effort to communicate rather than just answer briefly?

Mode of Communication	Presentational task
<p><i>Performance Assessment</i></p> <p>Where in the unit does this fit best?</p>	<p>Students work in pairs or groups of 3. Pairs or groups should be different from the groups with whom the students worked for the interpersonal performance task.</p> <p>Students:</p> <p>1) invent a sports team and create a poster and a logo for that team. Posters need to include team name, games won/lost, names of starters, home city and country and a sentence about each.</p> <p style="padding-left: 40px;">Posters are posted around the room and students take turns doing a “gallery walk” like in an art exhibit. Half of the students stay near their poster and talk about it, while the other half of the class “visits” the exhibit.</p> <p style="padding-left: 40px;">The “visitors’ to the poster exhibit ask questions. The students trade roles. The teacher observes.</p> <p>2) create a sports cast role play to present to the class. They give a short “play by play’ description of a game.</p> <p>The audience fills in a questions sheet about each newscast for feedback on the students’ performance.</p> <p>This is a culminating activity for the end of the unit.</p>

RUBRIC for Presentational - Writing

Presentational Task 1 – Poster

Non-negotiables:

- Writing must be clear and legible
- Draft corrections must be included
- Poster must include: team name, games won/lost, names of starters, and home city and country and at least one picture. You can make a logo and describe it in place of a picture.

	Approaching expectations	Meets expectations	Exceeds expectations
Presentation of the team	The poster provides an excellent picture of the team and its standing and provides much information about the team.	The poster provides a good picture of the team and its standing and provides basic information about the team.	The poster provides a incomplete picture of the team and its standing and/or provides little or no information about the team.
Impact	The poster creatively reflects the team name and message. The pictures enhance the language in the poster.	The poster reflects the team name. The pictures match the language in the poster.	The poster requires the viewer to think to make the connection to the team name. The pictures seem random and don't support the language in the poster.
Language Use	Wide variety of vocabulary and appropriate use of descriptors.	Adequate variety of vocabulary and appropriate use of descriptors.	Limited use of vocabulary and descriptors.

RUBRIC for Presentational - Speaking

TASK: Presentational – Sports Cast

Non-negotiables:

- Each cast member takes at least two turns talking
- You have at least one picture in your sports cast. You can use your poster as one of them.
- Your sportscast has a greeting, the sports news and an ending
- Your sports cast is rehearsed and language corrected from your draft.

Rubric for Presentational Task adapted from Blaz, D. (2001). A collection of performance tasks and rubrics. NY: Eye on Education. p.36.

Rubric for Sports Cast

	Completed Task 3 – 2– 1	Comprehensible 3 – 2–1	Effort 3 – 2– 1	Total
Student 1	3	3	3	
Student 2	3	2		
Student 3	1	1	1	
Student 4				

- Task: Did the student successfully accomplish what was assigned?
- Comprehensible: How easy was the response to understand?
- Effort: Was the speaker making an effort to communicate rather than just answer briefly?

Performance Assessment- Presentational Task
Audience Sheet for Sportscast

Students Giving Sports Cast: _____

My name: _____

Sports Cast Assessment Checklist

	Yes	I noticed
The pronunciation was clear and made it easy to understand.		
The “sportcasters” used culturally appropriate greetings, expressions and good byes.		
The content of the presentation was clear.		
I have questions about:		

The instructional and formative assessment components of the unit

Functions	Structures	Vocabulary	Materials/Resources
<p>(Asking questions, telling time, describing, telling likes and dislikes, narrate; etc.)</p> <p>Do you like? Do you play? I don't What do you think about x? Expressing likes and preferences I like I like X better I don't like Students learn/use expressions for: is the same as is different from</p>	<p>Verbs, adjectives, adverbs Interrogatives Negation</p> <p>Second person: play, watch, like</p>	<p>What are the essential words needed?</p> <p>Team, coach, fair, strong, players, score, numbers, , ball, bounce, game, win, lose, ball, short, tall, fast, net</p> <p>Verbs: (in the 3rd person form) Play, run, stop, jump, pass, jump, dribble, shoot, catch, foul, practice, admire</p> <p>What are additional words that are nice to know? Forward, audience, schedule, basketball court, high, fans, time out</p>	<p>Pictures, stories, online resources, videos, games</p> <p>Video about the game, possibly sports casts, articles about players or teams. Explore the URLs listed above.</p>
<p><i>When do I assess these?</i></p> <p>During the Venn diagram activity, the jigsaw and the sports cast final performance task</p>	<p><i>When do I assess these?</i></p> <p>In the survey discussions and the Venn diagram activities</p>	<p><i>When do I assess these?</i></p> <p>In the chart, the matching and sorting activities, and the gallery walk</p>	
<p>Reflection: What worked well, what needs to be changed?</p>			

	<p>STEP 3: <u>Planning Template</u>: How do I introduce topic, build a middle, wrap up the unit?</p> <p style="text-align: center;">Learning Activities: Description</p>
<p>Beginning</p>	<p>Students look at pictures of several athletes and try to guess which sport they play. Teacher can use flashcards with picture and name of sport. Teacher can use TPR to introduce additional vocabulary.</p> <p>Students view a short video clip or listen to the teacher read a summary of an article about a team or a basketball player. Vocabulary building activities: Sort words by pictures, labels, into categories of action words, nouns, adjectives, basketball words, sport team words or other categories. This can be done as a class or small group activity. Or see the four corners game at the end of the unit.</p> <p>Students hear a sports cast in Arabic that gives results of a basketball game and some information about the players. Arabic radio stations can be found at: iheard.com: http://www.iheard.com/language/ radiotime.com: http://radiotime.com/Search.aspx?query=arabic) BBC.com: http://news.bbc.co.uk/hi/arabic/news/ Deutsche Welle: http://www.dw-world.com/dw/0,,613,00.html?id=613</p> <p>Students can also fill in a scoreboard or provide information about individual players whose names are listed in a teacher made recording or from a “newspaper article” the teacher reads. Vocabulary building activities: Sort words by pictures, labels, into categories of action words, nouns, adjectives, basketball words, sport team words or other categories. This can be done as a class or small group activity. Fly swatter game and four corners activity.</p> <p>Students survey each other about the sports they play or watch. The students can interview as many classmates as time allows.</p> <p>Class discussion to tally survey results.</p>

<p>Middle</p>	<p>Students watch a sports cast at home on a local English-speaking station. They ask their family members if they liked or played sports when they were young.</p> <p>In class, students view a short video clip or a sportscast. They can also listen to a sportscast on the radio. The teacher will have recorded the video clip or the audio sportscast.</p> <p>Students complete a Venn diagram and talk about what is similar and different between the English language local sportscast and the Arabic language sportscasts.</p>
<p>End</p>	<p>End: Students keep a chart on their favorite team and players. Students use this information in their posters.</p>

Flour Corners Activity

Corner 1
Sports Names

Corner 2
Numbers, colors

Corner 3
Equipment

Corner 4
Adjectives and Adverbs

This activity can be timed and works well for vocabulary practice and for practicing the interpersonal mode of communication..

Procedure:

1. For vocabulary: Label each corner of the room with a topic. For food you might have fruits, vegetables, meat, or dessert. Other topics are: what they did on the weekend, description of family, chores, sports, shopping, clothes.
2. Students choose which corner they wish to start in, or you can assign corners. Corners have a white board or sheets of paper for students to write/draw on with markers. (Be careful markers don't bleed through the paper).
3. Provide each group with a different color of marker and tell students to write as many words, or draw as many pictures of words as they as they know on a sheet of paper on the wall.
4. Students move in groups to the left (or right) and add words or pictures to the list developed by the first group using their marker color.
5. After either time is up or students have written as many words as they know, they move to the next corner and then to the fourth one.
6. The group with the most number of words or pictures (counted by marker color) "wins."

N.B. If using pictures, students must say the word for the picture they drew.

Tips:

If this is a regular activity, points could be assigned and added at the end of each week, or some period of time. The group with the largest number of points could receive a small reward.