

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	February 7, 2023
TIME:	7:30 P.M.
PLACE:	Sarah Noble Intermediate School Library Media Center

RECEIVED
TOWN CLERK
2023 FEB - 3 P 2:33
NEW MILFORD, CT

MHP

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

- 1. Call to Order**
- 2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. Review and Approval of Curriculum Revision

- Sports Literature

4. Items for Information and Discussion

- Anonymous Alert
- Science of Reading Update
- Middle School Math Acceleration Update
- Middle School French Program Update

5. Public Comment

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

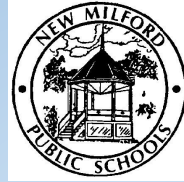
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6. Adjourn

Sub-Committee Members: Tammy McInerney, Chairperson
Brian McCauley
Leslie Sarich
Vacancy

Alternates: Olga I. Rella
Pete Helmus

New Milford Public Schools



Ensuring Coherence

Committee on Learning
February 7, 2023

Anonymous Alert
At
New Milford High School

Anonymous Alert

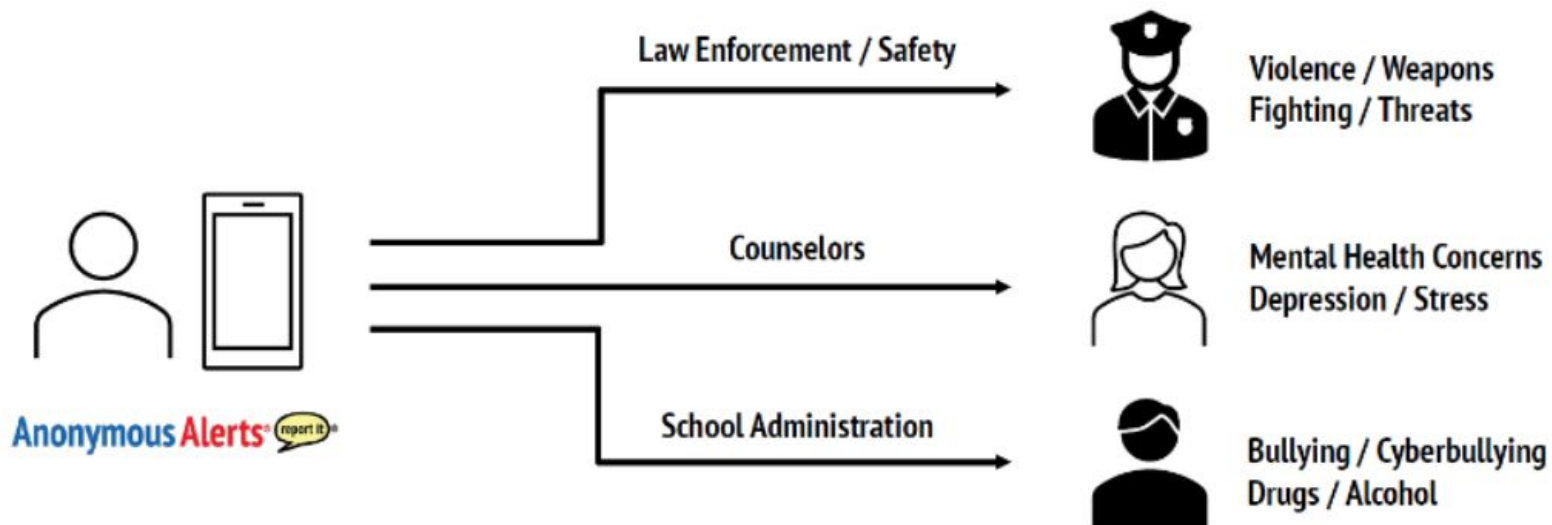
[Link](#)

The New Milford Public School Safe Climate Committee's purpose is to ensure a safe school environment in which all members take the necessary actions needed to achieve positive academic, social, and emotional growth. Our schools are warm, welcoming destinations for students, families, and staff who are treated with respect and dignity.

Anonymous Reporting System

- Collaboration with the Town who will be using it for reporting in New Milford
- Pilot with NMHS -Starting Tuesday, February 21st.
- Careful planning and communication with students, faculty and families is in place
 - Staff meeting - February 7th
 - Communication with Families - February 10th
 - Assemblies with Students - Week of February 13th.
- Notification is organized by alphanrange for APs with Principal copied. Assistant Superintendent is included when appropriate.
- We are working with NMPD to be part of the response team.

Routing - Example



User Submits Incident Report
via Anonymous Alerts



Incident Report is Routed based
on Incident Type Submitted



Specific incidents are delivered to the
appropriate personnel to take-action



Simple Intuitive Student Interface

Custom Branding with Your District Name

1-click Anonymous Reporting – English/Spanish

100% Anonymous 2-way Communications

Students can review or respond to messages

Help and Resources Section

Mental health, Social emotional learning tools/links

Customizable Emergency/Help Dialer

911, Mental Health, Suicide Hotline, (1 or more numbers)

Supporting K-8 Needs

Student Incident Reporting Form. - [LINK](#)

Located under the tab for PARENTS



NEW MILFORD
PUBLIC SCHOOLS

*A collaborative partnership of students,
educators, family, and community*



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Other Communities Using Anonymous Alert

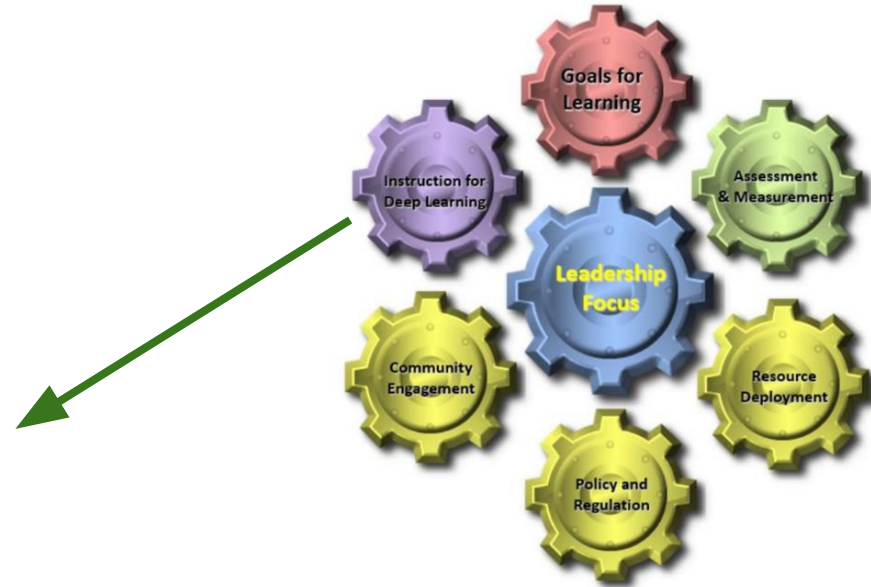
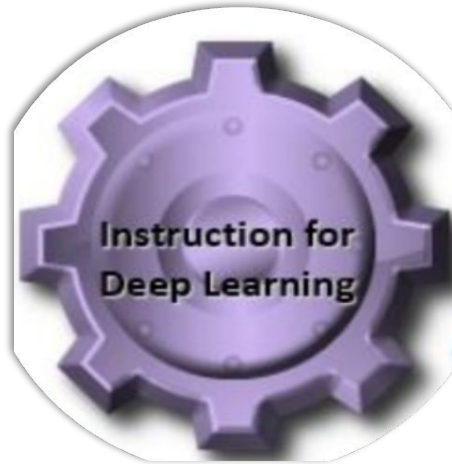
- Newtown
- Norwalk Public Schools
- Groton Public Schools
- Greenwich High School
- New London Public Schools
- West Hartford
- Wethersfield Public Schools

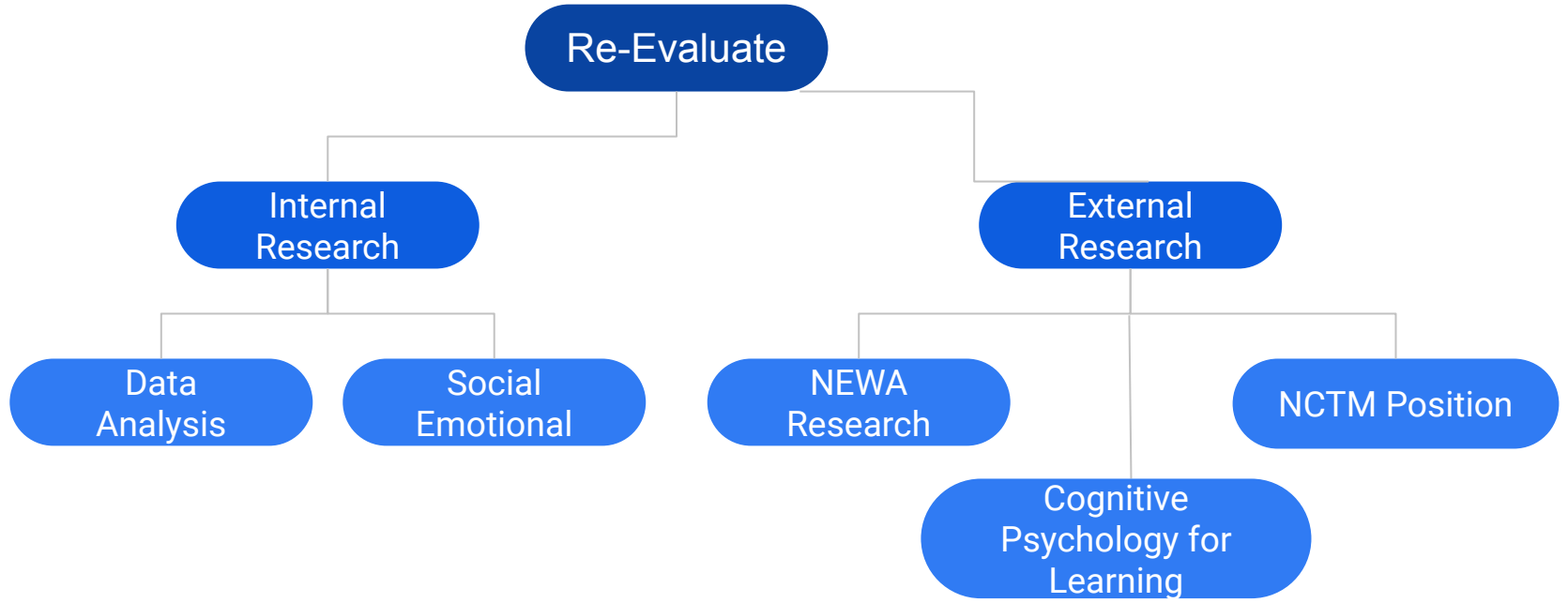
Update to COL

We will provide COL an update at our May meeting.

Math Acceleration Programming at SMS

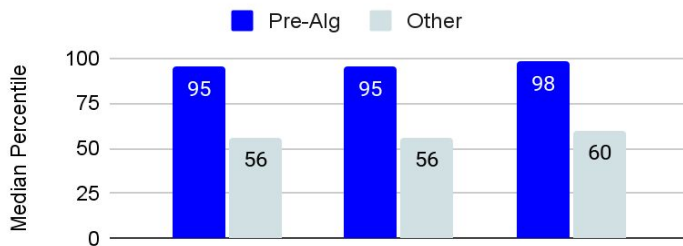
Step Towards Growth





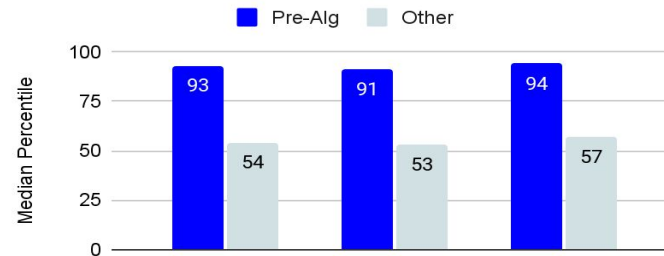
Findings 1

Grade 5



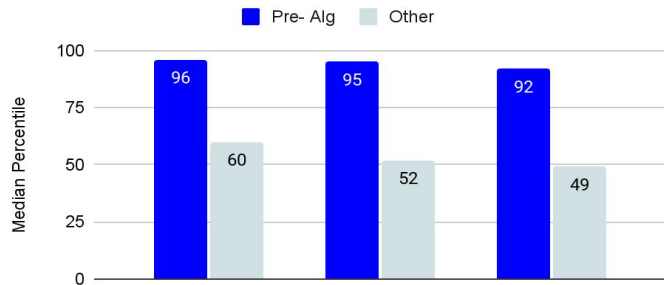
Administrations (Fall, Winter, Spring)

Grade 6



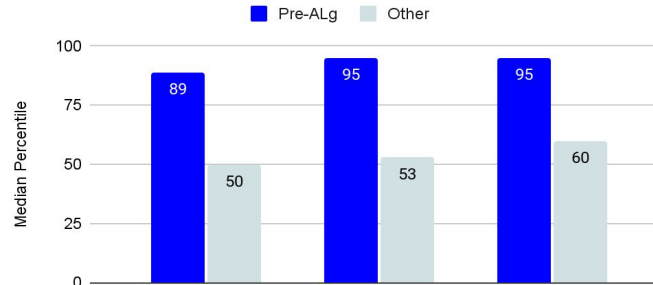
Administrations(Fall, Winter, Spring)

Grade 7



Administrations (Fall, Winter, Spring)

Grade 8

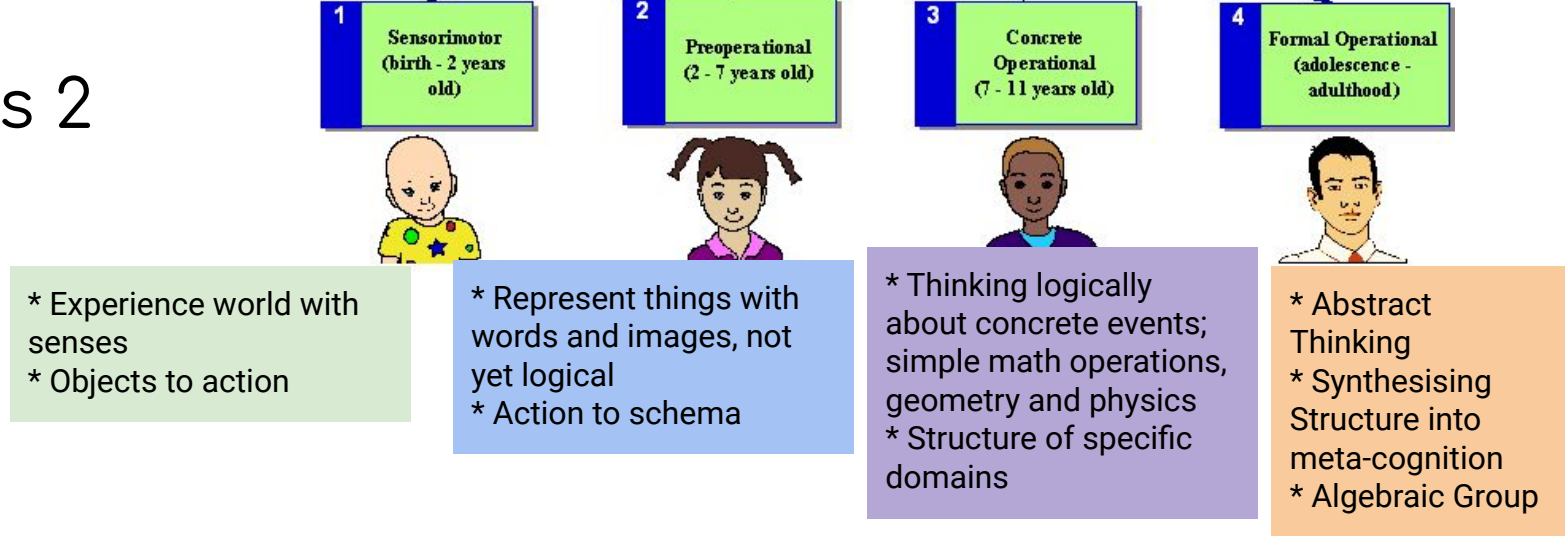


Administrations (Fall, Winter, Spring)

A Cohort's Past Performance

- NWEA as a data Entry Criterion
 - 3-5 as a criteria for entrance versus 6+ in the Fall
 - Not a comprehensive diagnostic of content mastery; not criterion based -referenced based assessment
- No substantial difference was evident in the average percentile of achievement as the cohort moved to Algebra and Geometry compared to other peers
 - Example:
In 8th grade fall entry, more summer loss was noted in advanced group than other typical peers

Findings 2

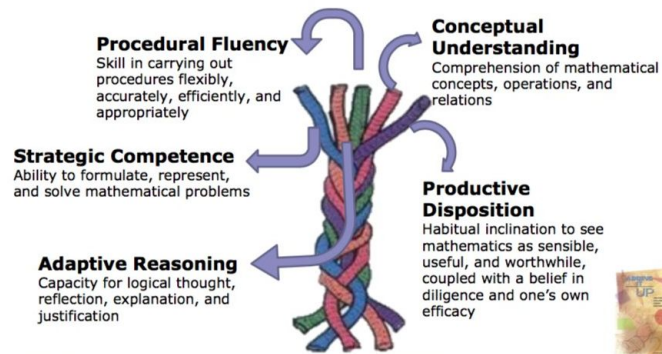


- Middle School requirements must be very clear and not compromised
 - Prerequisites of math understanding
 - Work ethics
 - Tenacity to “stick with a problem” until it makes sense
 - Willingness to spend more time on assignments and class work
- Need for a “level of maturity to work with abstract models and representation
- Few students are truly ready to understand the important concepts of algebra before eighth grade

Student Identification

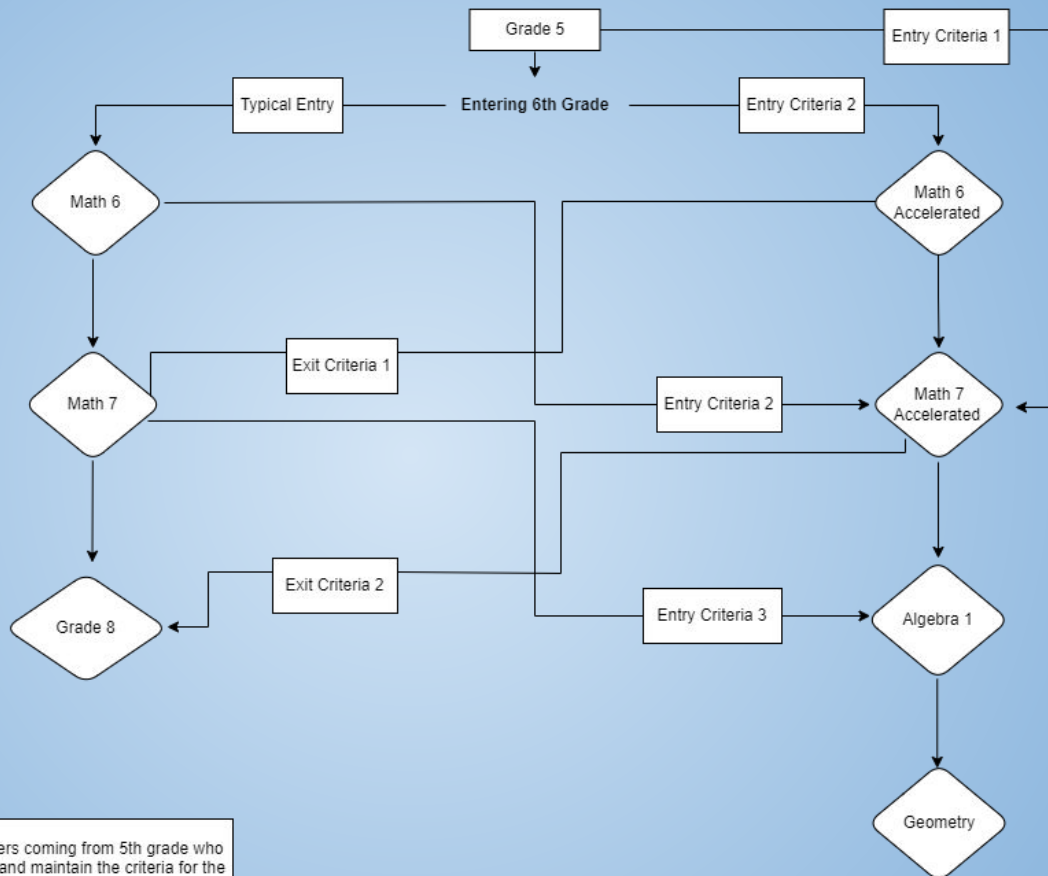
Multiple Measures	
Smarter Balanced Assessment <ul style="list-style-type: none"> Overall Performance Claim(s) Performance 	District Universal Screener <ul style="list-style-type: none"> i-Ready Overall Performance Domain Performance
Core Content Mathematical Standard(s) Performance <ul style="list-style-type: none"> Report Card Unit Assessment 	Core Process Mathematical Standard(s) Performance (Mathematical Practices) <ul style="list-style-type: none"> Rubric
Work Habits <ul style="list-style-type: none"> Rubric 	

The Five Strands of Mathematical Proficiency



2023-2024 Pathways

Middle School



1 *Consideration for learners coming from 5th grade who meet all criteria set forth and maintain the criteria for the next course in the sequence.
 [Path to Grade 7 Accelerated entry (in grade 6) to Algebra (Grade 7) to Geometry (Grade 8)]

Science of Reading (SoR) Update and Next Steps

Current State of Affairs

- Curriculum Audit
- Literary Waiver
- District Literacy Plan
- Communication
- Summer School Plan

Curriculum Audit

With guidance from literacy leaders at EastConn and Edadvance, the K-3 Literacy Task Force did an extensive audit of our current literacy programming, frequency/duration of instruction, and related assessments across the four grade levels.

We looked at each of these components as they relate to the core areas of literacy: Phonological Awareness and Phonemic Awareness, Fluency, Phonics, Vocabulary, Comprehension and RAN. We concluded the following information.



Curriculum Audit

The main programs we are using are:

- Teachers College Units of Study in Reading
- Teachers College Units of Study in Phonics
- Teachers College Units of Study in Writing
- Heggerty

- In the areas of Fluency, Vocabulary, and **RAN** we currently do not have a core instructional resource.



Literacy Waiver

- We are currently completing the waiver requirement that explains all of the above for the state. That waiver is due on February 28th and we have been informed that it will be a process of continued communication with the state in order to improve our current curriculum.



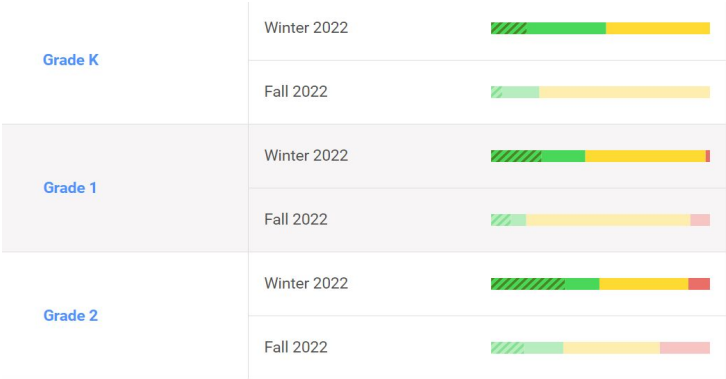
District Literacy Plan

- Written in November with a focus on developing systems of leadership to support teachers and the learning of SOR to support instructional practice.
 - SOR Master Class and LETRS trainings
 - Turn key information in staff PD
 - Literacy Walks
 - Multilayered team system for dissemination of information
 - Educlimber
 - I-Ready
- Last week the master class team met with reading and executive to determine how our plan was progressing.

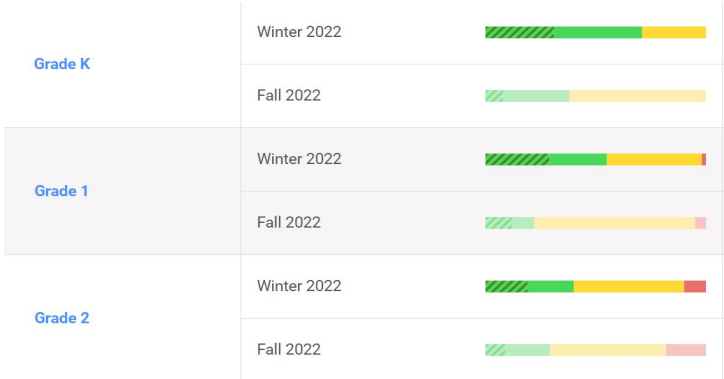


Improvement in Scores

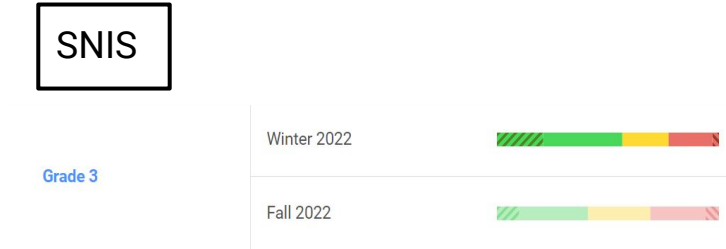
HPS



NES



SNIS



Communication

- Multilayered team system for dissemination of information
- Teacher facing literacy blog:
- In the spring: parent blog



Summer School

- Plan revision:
 - Foundational literacy skill gaps
 - Rising grade 2, 3, 4
 - Students who show deficits that would benefit from quick, repetitive instruction over 3 weeks



Next Steps

- Curriculum plan for K-5 supporting the five pillars of instruction
- Development of pacing and assessment guides for upcoming year
- Approved program evaluation
- PD:
 - The Writing Rope
 - Putting it All Together for your Literacy Time
 - Building a SOR Based Classroom

World Language ~ French at SMS

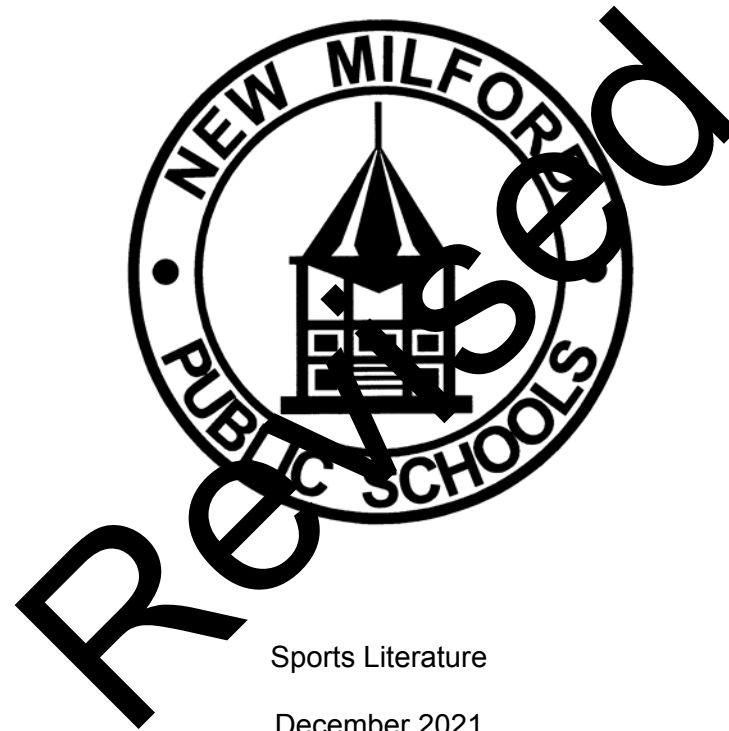
Next steps to support students who are currently enrolled in 1a and 1b at SMS.

Thank you!



NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Sports Literature

December 2021

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Dr. JeanAnn Paddyfote

Assistant Superintendent

Ms. Holly Hollander

Authors of Course Guide

Rick Casagrande

Justin Ongley

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Revised

Sports Literature

11-12

Sport Literature is a one semester course offered at the College Prep level. Most Americans probably either participate actively in some sport or watch their favorite sporting event without being aware in any real sense of the wide applications sports can have in their lives. Sports shape the ways we experience the world around us and reveal American culture and values. Sports Literature examines the unique relationship between sports and society through reading contemporary authors, columnists, and other media. The guiding questions for this course are: Why are sports so compelling? and What about human nature excites the individual to play games? Reading for this course is selected to be high-interest and thought-provoking. Writing in this course will include argument, informative, and narrative pieces. This course meets the requirements set forth by the Common Core. Key standards covered include Speaking and Listening, Writing, and Reading for Information.

Revised

Pacing Guide

Unit One: Sports, Morals, and Values (3-4 Weeks)

Unit Two: Sports Journalism (5-6 Weeks)

Unit Three: Youth Sports and the Community (4-5 Weeks)

Unit Four: The Dark Side of Sports (2-3 Weeks)

Revised

<p>ESTABLISHED GOALS</p>	Transfer	
<p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> -Become enthusiastic, versatile, skillful, and critical readers of sports literature -Solve “real world” problems through writing -Carefully draft, write, edit, and polish one’s own and others’ writing to make it publishable. -Effectively communicate for different purposes and varied audiences using appropriate media. -Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods 	
<p>CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p style="text-align: center;">Meaning</p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -Sports play a crucial part in our development as individuals and as a society -Sports are a way for people to build lifelong friendships -Sports bring out leadership qualities in individuals and provide a forum to develop those skills and model idealized behaviors. -Sports convey an understanding of the human condition– the conflicts, relationships, and philosophies that transcend time and place. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> -What do sports reveal about human behavior? - Do sports play a positive or negative role in our development as humans? - What are the different roles for involvement in sports? How do sports impact our relationships with others? The Athlete, the Coach, the Spectator -Is there too much pressure on athletes to perform at a young age, and how does that affect them going forward?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ul style="list-style-type: none"> -Sports and its literature transmit shared cultural values -Sports literature provides a glimpse into the history/shared experience of America -Author's purpose and techniques used to achieve purpose - The attributes of a good role model are grounded in certain moral precepts and reflect what attributes a society values at a given point in time. -Data analysis and making data-based decision 	<ul style="list-style-type: none"> -Finding and evaluating ideas in source material -Citing textual evidence -Close reading for textual evidence -Integrating and evaluating multiple sources of information presented in different media or formats to address a question or solve a problem -Introducing a topic; organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole -Evaluating data -Defending, refuting, and qualifying arguments
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Revised

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T, A	You cite and explain relevant details and experiences from your life. Your conclusion includes a discussion of values and ideas relative to sports participation.	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - Your task is to write about your experiences playing sports as a child and teenager.</p>
T, M, A		<p>Role for student - You are a researcher for a publishing company that specializes in youth sports and American Culture</p> <p>Audience for student work - Editors/executives at a publishing company</p> <p>Situation - The head of a leading publishing company wants insight into how participation in sports helps shape an individual's character and moral</p>
M, A		<p>Products - Performances generated by students - Personal narrative/memoir that explores their growth and development as an athlete. Students will answer these questions:</p>
M, A		<p>How have sports shaped you as a person? Who had the biggest influence on your growth and development as an athlete? What values did you learn?</p> <p>Standards/criteria for judging success - Your finished product weaves together excerpts about your own life, issues we discussed in class, and provides commentary on the ways in which sports impact human character and our culture as a whole. You provide a recommendation about what values and ideas are most important for athletes.</p>

Revised

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> -Close reading of various texts -Short responses to essential questions written in class -Comparing/analyzing experience playing sports -Brainstorming ideas about childhood involvement in sports -Informal responses in journals -Short quizzes on various course media -Participation in small group and class discussions -Defining key terms

Revised

Pre-Assessment		
Code T,M,A	<p><u>Questions to help complete this portion:</u> Students will write a brief history where they describe their earliest experience playing sports: who helped them, early successes and failures, etc. Students discuss their thoughts on childhood, including how sports shape who we are as people. Students will read and/or discuss what cultural values sports</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
T,M	<p>Students will read <i>Coach</i>. Students will trace the development of Michael Lewis's argument by answering reading log questions.</p>	<p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> -Class notes -Quizzes -Whole class and small group discussions
A,M	<p>After reading <i>Coach</i>, students will identify the top 3 lessons Fitz taught his players and explain how those lessons could be applied to areas beyond the baseball field.</p>	<ul style="list-style-type: none"> -Individual writing responses -Small group and whole class work -Short written analysis. -Students ability to use multi-media evidence in short and long written responses. -One on one teacher conferences. -Daily free writes -Exit tickets.
T,M,A	<p>Students will debate the merits of competitive youth sports, including AAU and elite travel teams. Students will read articles discussing the pros and cons and evaluate reasoning.</p>	
T,M,A	<p>Students will listen to Michael Lewis's sports-themed podcast on Spotify and listen to Dan LeBatard's radio show. Students will choose 2-3 main ideas that are NOT sports related and answer these questions: why do sports journalists not always talk about sports? and How are sports used to decipher cultural values?</p>	
M	<p>Students and teacher will brainstorm qualities of an effective leader. Students will pretend they are the captain of a sports team and</p>	

T,M,A	<p>evaluate themselves as a leader. They will answer: What are your strengths? What areas could you improve?</p>	
T,M,A	<p>Ongoing project for Semester One: Students and teacher will create and play in a 14 week long Student Managed Football Team Unit. Before the first week of the season, the teacher will conduct an auto-draft to determine the teams. Teacher will import the players and relevant information on a Google spreadsheet. This will serve as the students' official team roster page. Because there is no football in the second semester, NCAA Basketball will take its place.</p> <p>Students will read and disaggregate data from game recap in order to develop an argument for starting or not starting a player on their team.</p> <p>Students will watch NFL game recaps to track their star players' performance. Students will create a list of 5-6 questions to ask their star player in a hypothetical press conference and offer a guess as to how the player would respond. Students will use statistical analysis to support their answers.</p> <p>Students will develop a written argument to make a trade with another team. Students will use statistical analysis to support their claim.</p> <p>Student Managed Football Team Unit Final Project: Students will determine the winners of awards for their team, including, MVP, Most Frustrating Player, Rising Star, Player You Were Right About, and Player You Were Wrong About. Students will read, analyze, and disaggregate data to support each winner.</p> <p>Ongoing Project for Semester Two: In the first week of class, students will randomly be assigned a team in the College Basketball Top 25 poll. Students will follow this team all the way through the NCAA Tournament.</p> <p>Students will watch games to track their team's performance.</p>	

	<p>Students will create a list of 5-6 questions to ask the players and coach in a hypothetical press conference and offer a guess as to how the player would respond. Students will use statistical analysis to support their answers.</p> <p>Students will write a written argument that offers reasons why their team will win or not win their conference championship. Students will use statistical analysis to support their answers.</p> <p>Students will write a written argument that defends their choices for the Final Four, including the eventual champion. Students will use statistical analysis to support their answers.</p> <p>NCAA Basketball Final Project: Students will determine the winners of awards for their team, including, MVP, Most Frustrating Player, Rising Star, Player You Were Right About, and Player You Were Wrong About. Students will read, analyze, and disaggregate data to support each winner.</p>	
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Revised

Recommended Resources/Texts for Unit 1

Michael Lewis	<i>Coach</i>	Memoir
Michael Lewis and Dan LeBatard	https://www.espn.com/radio/play/_id/26743536	Interview
	https://www.cbssports.com/ https://www.espn.com https://www.nfl.com/ (and similar sites as needed)	Student Managed Football Team Resources (Semester One)
	https://www.cbssports.com/ https://www.ncaa.com/sports/basketball-men/d1 https://www.espn.com/men-college-basketball/ (and similar sites as needed)	NCAA Basketball Resources (Semester Two)
	https://longreads.com/2019/12/20/longreads-best-of-2019-novels-writing/ http://fivethirtyeight.com/sports/ https://theathletic.com/ https://www.theringer.com/ (teacher selected articles) https://www.espn.com/ https://www.si.com/ (teacher selected articles)	Online magazines

REVISED

<p>ESTABLISHED GOALS</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> -Read and comprehend a range of complex texts and media created for various audiences and purposes. -Connect the power of words and images to the perspectives of others in order to construct an understanding of events and ideas. -Think critically by asking meaningful questions, identifying and accessing appropriate resources, and seeking answers through analysis of evidence found in print and multimedia texts. -Write texts for various audiences and purposes: to explain, inform, entertain, and persuade. -Apply knowledge of language to understand how language functions in different contexts and make effective choices for meaning or style. 	
<p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	Meaning	
<p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -Sports writers understand the basic elements of what constitutes newsworthiness, including timeliness, conflict, emotional impact, proximity, novelty, and significance. -Sports writers must not show partisanship for the sport and know the elements of a great sports story, which include the use of active verbs, the absence of clichés, and an interpretation of a sporting event, not just a play-by-play reporting of it. -Sports writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> -What is the role of a sports writer when reporting on a newsworthy story? -How does a sports reporter tell the story of a game? -What are the necessary elements of a good sports report?
<p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -Precise language and domain specific 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -Reading and interpreting box scores

	<p>vocabulary</p> <ul style="list-style-type: none"> -The common features of a game recap -Interview techniques -The writing process, including planning, revising, editing, rewriting, or trying a new approach -the rules and nuances of sports -how writers use language to manipulate meaning in a text -How figurative language works in a text -Synthesize strategies to match individual readers to relevant topics and sports writers -Various ways to support, deepen, and extend responses to sporting event 	<ul style="list-style-type: none"> -Interviewing coaches and student athletes with specific game-related questions -Conducting short as well as more sustained research projects to answer a question or solve a problem -Using precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences and events -writing effective opening paragraphs -Analyze figurative language in a text -Synthesize strategies to match individual readers to relevant topics and sports writers -Discuss approaches to support, deepen, and extend responses to sporting events -Meet appropriate deadlines -Reading for different points of view (perspectives) and how effective each of them is in conveying the overall message.
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Revised

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>The article creates a seamless progression of experiences or events using multiple techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal/challenge - Your task is to attend a sporting event at New Milford High School</p> <p>Role for student - You are a student journalist working for the New Milford Spectrum</p> <p>Audience for student work - New Milford High School student body and staff</p>
M,A	<p>The article provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The article provides an engaging conclusion that supports the topic and examines its implications and significance.</p>	<p>Situation - Attend a sporting event and write a game recap using the skills we have learned in this unit</p> <p>Products - Performances generated by students - A comprehensive, thorough and timely recap of the sporting event.</p> <p>Standards/criteria for judging success - Your game recap must include:</p>
T,M,A	<p>The article strategically uses words, phrases, and clauses to link the major sections of text.</p>	<ul style="list-style-type: none"> • An attention-getting lead. • Important people and events. • Expressive words are used to describe people and actions. • A sequence of events that the reader can easily follow.

Revised

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none">-Close reading published sports stories-Short quizzes on selected material-Short responses to essential questions written in class-Comparing/analyzing speakers from different games/recaps-Writing original sports articles-Participation in small group and class discussions-Defining key terms
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Revised

Code		
T,M,A	Pre-Assessment	
	Often, readers who have watched a sporting event in person or on television already know the who, what, where and when of a story, so a sports writer must tell the how and why. Why did the team win or lose? What decisions did the coach or players make?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T, M, A	Writing on sports pages often contains colorful language and powerful verbs. Teacher provides examples. Students will identify descriptive words in published pieces.	Teacher monitors and evaluates:
T, M, A	Teacher asks: What makes an attention-getting lead? Students will read and analyze leads and write leads of their own.	-Class notes
T, M, A	Teacher asks: How do journalists pace their articles in order to take their reader from the beginning to the end of a sporting event? Students will read three game recaps and explain the structure and pacing to a classmate.	-Quizzes
T, M, A	Teacher asks: How do writers determine the angle/narrative arc of a piece? Students will watch ~15 minute fast highlights of a basketball game. As a class, students will determine a list of angles to write a story on.	-Whole class and small group discussions
T, M, A	Teacher leads discussion on what happens when a reporter becomes part of the story. Students will read examples of when a reporter stepped outside of their journalistic responsibilities and created a scandal. Ex. Rachel Nichols NBA Finals 2021 – should she have lost her job? Students will write a brief opinion paragraph.	-Individual writing responses
T, M, A	Teacher asks: What do writers need to do prior to writing a feature sports article? Students will read ~ three feature articles (focus pieces, Q + A, etc.) and identify effective strategies the journalist engaged in.	-Small group and whole class work
		-Short written analysis.
		-Students ability to use multi-media evidence in short and long written responses.
		-One on one teacher conferences.
		-Daily free writes
		-Exit tickets.

T, M, A	Teacher leads discussion on how a writer prepares to write an article immediately following the conclusion of a game. Students will practice interviewing a partner in order to incorporate their answers as quotations in writing a short biography of their partner	
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Resources for Unit Two

	nba.com espn.com mlb.com nfl.com premierleague.com youtube.com	Websites for highlights and game recaps
	https://longreads.com/2019/12/20/longreads-best-of-2019-sports-writing/ http://fivethirtyeight.com/sports/ https://theatlantic.com/ http://www.theringer.com/ (teacher selected articles) http://www.espn.com/ https://www.si.com/ (teacher selected articles) https://grantland.com/ (teacher selected articles)	online magazines
Dan LeBatard	The Dan LeBatard Show with Stugotz	radio show
Colin Cowherd	The Herd with Colin Cowherd	radio show

Pat McAfee	The Pat McAfee Show	radio show
Jim Gray	<i>Talking to GOATS</i>	Non-Fiction
Arthur Ashe with Frank Deford	<i>Portrait in Motion</i>	Memoir
Kareem Abdul-Jabbar with Mignon McCarthy	<i>Kareem</i>	Autobiography
Tara VanDerveer with Joan Ryan	<i>Shooting from the Outside: How a Coach and her Olympic Team Transformed Women's Basketball</i>	Non-Fiction
John Feinstein	<i>Quarterback: Inside the Most Important Position in the NFL</i>	Non-Fiction
Jeff Pearlman	<i>The Bad Guys Won</i>	Non-Fiction

Revised

Unit 3: Youth Sports and the Community

ESTABLISHED GOALS

CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

CCSS.ELA-LITERACY.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-LITERACY.RI.11-12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content

Transfer	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> -Cite textual evidence without teacher prompting or scaffold, to support an analysis of what a newly encountered nonfiction or fiction text says either explicitly or implicitly. -Independently produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. -Initiate and participate effectively in a range of collaborative discussions. -Listen to the ideas of others, develop an informed opinion of new based on cogent reasoning and solid evidence, and express ideas effectively in writing and in oral presentations to suit diverse audiences and a variety of purposes. 	
Meaning	
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -High school sports have become increasingly commercialized and politicized, young people who are expected both to carry the expectations of a community and adapt to the fundamental reality that they are essentially disposable. -Americans apply their sense of importance of sport and athletics to determine value in our society 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> -How do sports affect relationships within a family and community? How are young adults affected by the pressure put on them by their peers and families? How does society react to those that win and those that lose? Should athletes be expected to be held accountable as role models? Do the pressures of athletics translate into other aspects of the athlete's life and help him/her make better decisions?
Acquisition	
<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>contribute to the power, persuasiveness or beauty of the text.</p> <p>CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> -components of a community and its shared/core values -rhetorical situation, foreshadowing, imagery, irony, point of view, setting, suspense, characterization -poetic devices, including speaker, imagery, and metaphor -what makes a good speech -narrative techniques used in non-fiction -conventions of literary genres (including film) -claim, evidence, and warrant framework to write arguments -author's point of view or purpose in a text. 	<ul style="list-style-type: none"> -determining one or more central ideas in nonfiction and fiction texts. - analyzing rhetoric and the rhetorical situation in contemporary news articles - citing textual evidence to support conclusions drawn. - explaining how specific individuals, ideas and events interact and develop. -producing clear and coherent writing appropriate to task, purpose, and audience. -participating effectively in a range of collaborative discussions with diverse partners.
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Revised

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T,M,A	The proposal introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The proposal has a structure and organization that is carefully crafted to support the claim	PERFORMANCE TASK(S): GRASPS Goal/challenge - Determine which city should be the home of the next major sports franchise. Write a proposal to a city that does not have a major sports team franchise. Argue for the creation of the team and design for the stadium.
T,M,A	The proposal provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.	Role for student - Local sports fan. Audience for student work - local government; townspeople
T,M,A	The proposal consistently addresses the audience's knowledge level, concerns, values and possible biases about the claim. The proposal addresses the specific needs of the audience.	Situation - City "X" wants a major sports franchise. You have been called in to research if this is possible and create a risk/reward analysis.
T,M,A		Products and performances generated by students - Research cities that do not have a major sports franchise. Write a proposal that outlines the benefits of the creation of a major sports franchise. Build a franchise from the ground up. Create the team name, logo, uniform design, etc. Standards/criteria for judging success - Your proposal includes input from community members/stakeholders, is well-researched, and argues how and why the city would benefit from this new team. Written proposals must also consider and explore environmental factors such as physical location, socio-economic impact, etc.

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> close reading of various texts short responses to essential questions written in class visual analysis, including short films and charts/graphs free writing on topics related to the unit participation in small group and class discussions defining key terms writing paragraphs that develop a strong, central idea

Revised

Stage 3 – Learning Plan

Pre-Assessment

**Code
T, M, A**

Students write about and debate the following questions: How important should athletics be in a high school? What is the emphasis of “Your School” on athletics? Is enough money spent on athletics? Should we spend more or less? Do we have a healthy balance? Describe “Your School’s” athletic culture – what is it like? Is there special treatment for athletes? Are there some athletes / sports that get extra special treatment? Is the “athletic culture” something that benefits the school? Explain the role of sports in a community. Explain how NMHS sports brings the community together.

Revised

	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M, A	Students maintain a journal of free writes on topics related to material in the unit. Students will write a self-audit and share a portfolio of their favorite pieces from the unit.	Teacher monitors and evaluates: -Class notes -Quizzes
T,M,A	Students will read <i>Friday Night Lights</i> and trace the development of narrative and rhetorical techniques by answering reading log questions.	-Whole class and small group discussions -Individual writing responses -Small group and whole class work -Short written analysis. -Student's ability to use multi-media evidence in short and long written responses. -One on one teacher conferences.
T,M,A	Students will read news articles that debate the safety of youth/high school football and evaluate the author's purpose and reasoning.	-Daily free writes -Exit tickets.
T,M,A	Students will self-monitor comprehension by making evidence-based predictions in <i>Friday Night Lights</i> and explain how and where their predictions are addressed in the text.	
T,M,A	Students will solve "real-world" and contemporary issues in sports using claim, evidence, and warrant framework. Students will write different forms of argument, including arguments of fact and arguments of judgment.	
M	Teacher and students review the qualities a captain/team leader must possess in order to be successful (activity from Unit One). As a class, we will evaluate the captain in <i>Friday Night Lights</i> using criteria for a strong captain/team leader.	
M	Students will list the teams they have played on and the level and list five sports memories as a fan (when you were younger) and player. (Later: students will select one memory and write a detailed account of the event.)	
T,M,A	Students will read and analyze the poetic techniques in "Autumn Begins in Martin's Ferry, Ohio". Teacher leads discussion to help	

	connect one or more main ideas to <i>Friday Night Lights</i> .	
T,M	Students will watch Friday Night Lights and compare and contrast the TV series and the text.	
T,M,A	Students will watch motivational speeches from movies like <i>Hoosiers</i> and <i>Miracle</i> and write a short paragraph that evaluates the speech's effectiveness on its intended audience.	

Revised

H.G. Bissenger	<i>Friday Night Lights</i>	Non-Fiction
Peter Berg	<i>Friday Night Lights</i>	Film

James Wright	"Autumn Begins in Martins Ferry, Ohio"	Poem
AE Houseman	"To an Athlete Dying Young"	Poem
	https://longreads.com/2019/12/20/longreads-best-of-2019-sports-writing/ https://fivethirtyeight.com/sports/ https://theathletic.com/ https://www.theringer.com/ (teacher selected articles) https://www.espn.com/ https://www.si.com/ (teacher selected articles)	online magazines
David Anspaugh	<i>Hoosiers</i>	Film
Gavin O'Connor	<i>Miracle</i>	Film

Revised

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>

<p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> -Communicate ideas effectively in writing to suit a particular audience and purpose. -Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes. -Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods. -Think critically by asking meaningful questions, identifying and accessing appropriate resources, and seeking answers through analysis of evidence found in print and multimedia texts. -Critically evaluate sources and information (e.g., for accuracy, completeness, timeliness, lack of bias, properly referenced). 	
<p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>MEANING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -The American sporting life has affected change in American society's views on race, gender, ethnicity and socioeconomic differences and opportunities. -Identification with teams affects personal and community identity. -Deeply rooted in national and community pride, sports change lives, affect politics, fuel the economy and shape culture. - The economic arrangement between athletes and their schools does not always benefit both parties 	<p>MEANING <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> Does economic background play a role in how young adults seek to further their education? -How prevalent is racism in sports? -Do athletes at the high school and college level deserve special treatment? -How important is it to place monetary figures on athletes and sports programs?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> -How race relations and bias affects sports examine avenues to eradicate race bias in sports -Issues with contemporary sports, including, but not limited to: <ul style="list-style-type: none"> Definition of a hero Gender in sports Race in sports 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -Analyzing visuals/charts/graphs/tables from a book -Adapting speech to a variety of contexts and tasks -Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text -Analyzing and evaluating the effectiveness of an author's structure

	<p>Morality and sports Economics and sports Tragic flaws and sport heroes Drugs and sports Family and sports Athletes as role models</p> <ul style="list-style-type: none"> -Criteria for evaluating a sports hero -The importance of sports in American society -The impact of societal norms on the historical lack of (but improving) athletic opportunities and resources for women, persons of color, persons from low socioeconomic backgrounds and abilities 	<p>-Analyzing a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant</p>
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Revised

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M	Preparation: Evidence of superior preparation	PERFORMANCE TASK(S):
T,M,A	Organization and Content: Exceptionally clear, logical and organized. Has insightful and/or creative intro, body, conclusion. Content is insightful and elaborate	<p>Student Goal/challenge - Read and research a controversial issue/topic in sports (Choose a book from a teacher curated list.) Present a book talk to your peers.</p> <p>Role for student - You are a member of a sports-themed book club. Each week, a member gives a presentation on his/her latest book.</p> <p>Audience for student - Peers in a sports-themed book club.</p>
T,M,A	Delivery: Addresses audience. Uses effective non-verbal and verbal communication. Visual Aid is highly meaningful and creative	<p>Situation - Because sports tend to mirror what a society likes and dislikes and values as a culture, there are many controversial issues in sports. You are to choose an issue/controversy and read a book that explores it. Your goal is to become an expert on the topic.</p> <p>Products and performances generated by students - Book talk that explores how a particular issue reflects societal values.</p> <p>Standards/criteria for judging success -</p> <ul style="list-style-type: none"> • School-wide Oral Presentation Rubric

Revised

Revised

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by...

- Whole class and small group discussion
- Defining key terms
- Close reading images and text
- Short quizzes on selected material from readings
- Informal responses to essential questions
- Practicing analyzing varied media and data

Stage 3 – Learning Plan

Code	Pre-Assessment	
T,M,A	Brainstorm and discuss your responses to the following questions: <ul style="list-style-type: none"> • In regard to sports, what draws you in? • What is right about sports in America? • What is concerning about sports in America? What would your plan be to “fix” what is wrong? 	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>T,M,A Teacher provides an outline of Title IX and some of its main ideas. As a class, students will read, analyze, and evaluate the pros and cons for Title IX. Debate as a class.</p> <p>T,M,A Students read “Throwing Like a Girl” by James Fallows and watch “Run Like a Girl” (Dove commercial). Locate and discuss the main ideas as a class.</p> <p>M,A Teacher models how an issue in society could show up in the sporting world. Students independently research current issues related to the sporting world. Students give brief “current event” talks to the class.</p> <p>T,M,A Students choose a controversial topic in sports. Students research a visual/graphic representation of the topic with the class and explain the data.</p> <p>T,M,A Students will read “The Changing Face of the Sports Fan” and “Minor Threat: MLB Puts the Farm System Out to Pasture”. Students will locate each writer’s main argument and develop their own ideas in a one page written reflection.</p> <p>M,A With a partner, students will research and prepare for a debate on whether the NCAA should pay its athletes.</p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> -Class notes -Quizzes -Whole class and small group discussions -Individual writing responses -Small group and whole class work -Short written analysis. -Students ability to use multi-media evidence in short and long written responses. -One on one teacher conferences. -Daily free writes -Exit tickets.

T,M,A	Teacher introduces and discusses Curt Flood and his role in baseball's decision to have free agency. Students will trace the impact of this decision on the growth of professional sports leagues.	
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Unit Four Resources: This includes a list of possible books that can be used for the GRASP in this unit

Dan LeBatard	The Dan LeBatard Show with Stugotz	Radio Show
Dove Corporation	"Run Like a Girl"	Advertisement
James Fallows	"Throwing Like a Girl"	Essay
Will Bardenwerper	"Minor Threat: MLB Pushes the Farm System Out to Pasture"	Essay
Gavin Bridge	"The Changing Face of the Sports Fan"	News article
	https://longreads.com/2019/12/20/longreads-best-of-2019-sports-writing/ https://fivethirtyeight.com/sports/ https://theathletic.com/ https://www.theringer.com/ (teacher selected articles) https://www.espn.com/ https://www.si.com/ (teacher selected articles)	online magazines
Joe Nocera and Ben Straus	<i>Indentured: The Inside Story of the Rebellion Against the NCAA</i>	Non-Fiction
Mark Fainaru-Wada and Lance Williams	<i>Game of Shadows: Barry Bonds, BALCO, and the Steroids Scandal that Rocked Professional Sports</i>	Non-Fiction

Steve Sheinkin	<i>Undeclared: Jim Thorpe and the Carlisle Indian School Football Team</i>	Biography
David Remnick	<i>King of the World (Muhammad Ali)</i>	Biography
Jose Canseco	<i>Juiced</i>	Memoir
Michael Lewis	<i>Moneyball</i>	Non-Fiction
Joanna Cagan and Neil deMause	<i>Field of Schemes: How the Great Stadium Swindle Turns Public Money into Private Profit</i>	Non-Fiction
Sam Smith	<i>The Jordan Rules</i>	Non-Fiction
Lydia Reeder	<i>Dust Bowl Girls: The Inspiring Story of the Team That Barnstormed Its Way to Basketball Glory</i>	Non-Fiction
Gilbert M. Gaul	<i>Billion Dollar Ball: A Journey Through the Big Money Culture of College Football</i>	Non-Fiction
Andy Martino	<i>Cheated: The Inside Story of the Astros Scandal and a Colorful History of Sign Stealing</i>	Non-Fiction
Jacob Margolies	<i>The Negro Leagues: The Story of Black Baseball</i>	Non-Fiction
Ila Jane Borders	<i>Making My Pitch: A Woman's Baseball Odyssey</i>	Memoir
Lois Brown	<i>Girls of Summer: In Their Own League</i>	Non-Fiction
Ken Bensinger	<i>Red Card: How the US Blew the Whistle on the World's Biggest Sports Scandal</i>	Non-Fiction
Charlie Pittman and Tony Pittman	<i>Playing for Paterno</i>	Memoir

Daniel James Brown	<i>The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics</i>	Non-Fiction
Jason Turbow with Michael Duca	<i>The Baseball Codes: Beanballs, Sign-Stealing & Bench-clearing Brawls</i>	Non-Fiction

Revised