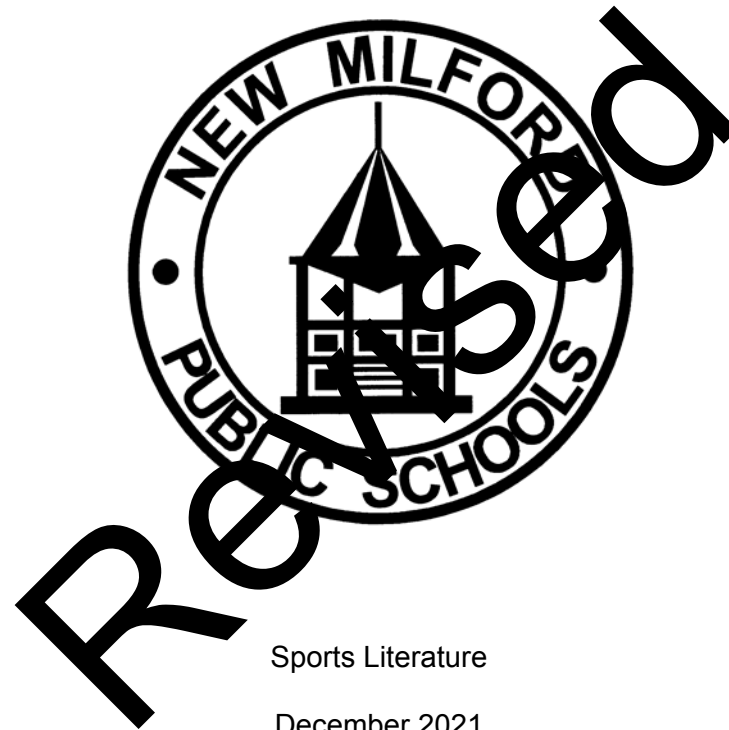


NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Sports Literature

December 2021

BOE Approved

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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

ESTABLISHED GOALS		
<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>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>	Transfer	
	<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 	
	Meaning	
	<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

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> <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> <p>Products - Performances generated by students -. Personal narrative/memoir that explores their growth and development as an athlete. Students will answer these questions:</p> <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>
T, M, A		
M, A		
M, A		

		<p>OTHER EVIDENCE:</p> <p><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

Code	Pre-Assessment	
T,M,A	<p><u>Questions to help complete this portion:</u></p> <p>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>	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
T,M	Students will read <i>Coach</i> . Students will trace the development of Michael Lewis's argument by answering reading log questions.	Teacher monitors and evaluates:
A,M	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.	<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	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.	
T,M,A	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?	
M	Students and teacher will brainstorm qualities of an effective leader. Students will pretend they are the captain of a sports team and	

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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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-sports-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

ESTABLISHED GOALS	Transfer	
<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><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.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	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>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> <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> <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.
M,A	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.	
T,M,A	The article strategically uses words, phrases, and clauses to link the major sections of text.	

		<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	Pre-Assessment	
T,M,A	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?	
T, M, A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	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:
	Teacher asks: What makes an attention-getting lead? Students will read and analyze leads and write leads of their own.	<ul style="list-style-type: none"> -Class notes -Quizzes -Whole class and small group discussions
	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.	<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.
	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.	
	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.	
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.	

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://fivefiftyeight.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		Transfer	
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.	Students will be able to independently use their learning to...		
	<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 point of view 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.		
	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.		
Meaning			
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.	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	Students will understand that...	Students will keep considering...	
	<ul style="list-style-type: none">-High school sports have become increasingly commercialized and glorify young people who are expected both to carry the expectations of a community and adapt to a fundamental reality that they are essentially disposable.-Americans apply their sense of importance of sport and athletics to determine value in our society	<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			
	Students will know...	Students will be skilled at...	

<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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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. Role for student - Local sports fan. Audience for student work - local government; townspeople 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	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.	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.
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.	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.
T,M,A		

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>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</p>

Revised

Stage 3 – Learning Plan	
Code T, M, A	<p><i>Pre-Assessment</i></p> <p>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.</p>

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:
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.	<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. -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.	<ul style="list-style-type: none"> -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>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="569 493 1257 537">Meaning</th></tr> </thead> <tbody> <tr> <td data-bbox="569 537 1257 1179"> <p>UNDERSTANDINGS <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 changes lives, affect politics, fuel the economy and shape culture. - The economic arrangement between athletes and their schools does not always benefit both parties </td><td data-bbox="1257 537 1982 1179"> <p>ESSENTIAL QUESTIONS <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? </td></tr> </tbody> </table>	Meaning		<p>UNDERSTANDINGS <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 changes lives, affect politics, fuel the economy and shape culture. - The economic arrangement between athletes and their schools does not always benefit both parties 	<p>ESSENTIAL QUESTIONS <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?
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	<p> Morality and sports Economics and sports Tragic flaws and sport heroes Drugs and sports Family and sports Athletes as role models -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>	<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	<p>PERFORMANCE TASK(S):</p> <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> <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
T,M,A	Organization and Content: Exceptionally clear, logical and organized. Has insightful and/or creative intro, body, conclusion. Content is insightful and elaborate	
T,M,A	Delivery: Addresses audience. Uses effective non-verbal and verbal communication. Visual Aid is highly meaningful and creative	

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 T,M,A	Pre-Assessment 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? 	
T,M,A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>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>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <p>Class notes</p> <p>Quizzes</p>
T,M,A	<p>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>-Whole class and small group discussions</p> <p>-Individual writing responses</p>
M,A	<p>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>-Small group and whole class work</p> <p>-Short written analysis.</p> <p>-Students ability to use multi-media evidence in short and long written responses.</p> <p>-One on one teacher conferences.</p>
T,M,A	<p>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>-Daily free writes</p> <p>-Exit tickets.</p>
T,M,A	<p>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>	
M,A	<p>With a partner, students will research and prepare for a debate on whether the NCAA should pay its athletes.</p>	

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