

South Orange Maplewood School District Department of Curriculum & Instruction December 2013

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ACKNOWLEDGEMENTS

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Overview:

Sports in Literature is an Honors level, thematic centered, intensive reading and writing course. The curriculum is built upon the great themes for which "sports" provides a powerful lens: determination, sacrifice, teamwork, overcoming obstacles, dealing with loss and success, etc. It also takes a historical and cultural look at society and how sports plays a dominant role in our culture, with economics, race and gender playing prominent roles in this regard. While fiction is represented in the curriculum, non-fiction—full length works, essays, and articles—represent the majority of the reading. Writing assignments will include journalistic reporting, expository essays, research papers, and synthesis essays.

Unit One: Race and Sports

Unit Overview:

This unit will consider the history of race and race relations as they have occurred in the world of sports. Beyond history, however, the readings will address the factors that continue to affect athletes of different races and ethnic groups today.

This unit also draws upon skills from the following:

- Critical reading and thinking
- Research
- Analytical writing
- Personal Writing
- Expository Writing
- Argumentative Writing
- Journalistic Writing

Southander Witting		
Essential Questions	Enduring Understandings	
1) How has racism in	Group Discussions:	
the world of sport	Jim Crown era racism	
reflected that of the	Treatment of Native Americans	
American society?	Anti-Semitism	
2) Has the	Negro Leagues	
presence/nature of	Brown vs. Board of Ed.	
racism changed in	The Civil Rights Movement	
contemporary sports?	Integration of Collegiate Athletics	
3) Does sport offer	The "contemporary face" of racism	
prospects for		
overcoming racism?		

Classroom Application

Independent Reading/Research:

- Non-fiction research topic of seminal event, i.e. 1968 Olympics et. al.
- Biography/Autobiography of seminal figures, i.e.

Summative Assessment:

Synthesis Essay (3-5 typed pages / process writing)

Given a number of related texts dealing with racial issues in sports, students will compose a synthesis essay that illustrates an ability to incorporate what others have written on a given topic into the formation of one's own argument.

Materials/Student Resources:

Souled Out: How Blacks are Winning and Losing in Sports by Shaun Powell

The Uneven Playing Field: A Documentary of the African-American Experience in Sports by David K.

Wiggins

40 Million Dollar Slaves – by William Rhoden

What's My Name, Fool – by Dave Zarin

Sports Illustrated

The Best American Sports Writing of the Century – David Halberstram

The Only Game in Town: Sportswriting from The New Yorker – edited by David Remnick

DVDS:

(CCSS.ELA-Literacy RI. 11-12.7 Comparison of film to history)

The Life and Times of Hank Greenberg

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Glory Road

DELINEATION OF UNIT OBJECTIVES FOR LESSON WORK				
Unit 1	Race and Sports			
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to)	Core Text Activities		
	RI 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 things uncertain. RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another. RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text. RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information. RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed. W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced, b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim, c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases, e. provide	 Read 100-200 pages weekly. Keep reading response /double entry journals of reading. Seminar format, textually supported class discussion activities. Short answer / open ended homework assignments Basic comprehension assessment in the form of objective and subjective quizzes and tests. Make contemporary connections through reading and written consideration of <i>Sports Illustrated</i>. Full length personal, expository, argumentative, synthesis, and research based essays Critical film viewing Oral/video presentations on assigned topics and figures (i.e. create an original documentary of CHS athletes—current or former). 		
	a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.			

- W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.
 W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
- W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.
- SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.
- a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,
- b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,
- c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,
- d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,
- e. Evaluate whether the team has met its goals.
- L1. Observe conventions of grammar and usage.
- L2. Observe conventions of capitalization, punctuation, and spelling
- L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.

- Sports Vocabulary Journals (What do certain words/phrases mean in different sports?)
- Etymology of terms in sports may guide students toward considering etymology of words in general.
- Figurative language instruction through the use of commentary clips. (i.e: Going, going, gone!/ He took the guy's legs off!)
- Students record commentary after viewing/listening.

	Sports in Literatu
College &	RL 1. Cite strong and thorough textual evidence to
Career	support analysis of what the text says explicitly as
Readiness	well as inferences drawn from the text, including
For	determining where the text leaves things uncertain.
Reading	RL 2. Analyze how multiple themes or central ideas
Standards	in a text interact, build on, and, in some cases,
	conflict with one another.
#1, 2, 4,	RL 3. Analyze the impact of the author's choices
5, 10	regarding how to develop and relate elements of a
	story or drama.
College &	RL 5. Analyze how an author's choices concerning
Career	,
Readiness	how to structure a text shape the meaning in a text.
Writing	RL 6. Analyze an author's use of satire, sarcasm,
Standards	irony, understatement, or other means that requires
#1, 2, 4, 5	a reader to understand various layers of meaning in
#1, 2, 4, 3	a text.
0.11.0	RL 10. Read literature independently, proficiently,
College &	and fluently; read texts at the high end of range with
Career	scaffolding as needed.
Readiness	
Speaking	
Standards	W1. Write arguments
#1, 4	W4. Produce writing in which the organization,
	development, and substance and style are
College &	appropriate to task, purpose, and audience.
Career	W5. Strengthen writing as needed by planning,
Readiness	revising, editing, rewriting, or trying a new approach,
	focusing on addressing what is most significant for a
Language	specific purpose and audience.
Standards	SL 1. Initiate and participate effectively in group
#1, 2, 3,	discussion on grades 1112 topics, texts, and issues
4, 5, 6	being studied in class.
	a. Prepare for discussions by distilling the evidence
	or information about the material under study and
	explicitly draw on that preparation in discussions,
	b. Cooperate with peers to set clear goals and
	deadlines, establish roles, and determine ground
	rules for decision making,
	c. Propel conversations forward by asking questions
	that test the evidence and by sharing findings that
	clarify, verify, or challenge ideas and conclusions,
	d. Summarize accurately the comments and claims
	made on all sides of an issue and determine what
	additional information, research, and tasks are
	required for the team to complete the task,
	e. Evaluate whether the team has met its goals.
	L1. Observe conventions of grammar and usage.
	L2. Observe conventions of capitalization,
	punctuation, and spelling
	Pariotageion) and spennig

L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.

Unit Two: Gender and Sports

Unit Overview:

This unit will consider the history of women's involvement in sports historically – with particular emphasis on the revolution of women's athletics resulting from the feminist movement in general and Title IX in particular. This unit will also include the experience of and burgeoning recognition of gay and lesbian athletes.

This unit also draws upon skills from the following:

- Critical reading and thinking
- Research
- Analytical writing
- Personal Writing
- Expository Writing
- Argumentative Writing
- Journalistic Writing

•	Journalistic Writing	
Ess	sential Questions	Enduring Understandings
1)	How has sexism affected the ability of women to experience sports in the same way as men?	Group Discussions: Sexism Women's suffrage Pioneer women athletes
2)	Do women athletes today receive the same benefits and recognition as their male counterparts?	Title IX Youth, High School, Collegiate, Professional experiences
3)	Is the experience of gay and lesbian athletes changing today?	
4)	Biology/Science vs. Sexism? Exploring scientific differences between women and men.	

Classroom Application

Independent Reading/Research:

• Biography/Autobiography of seminal figures, i.e.

Summative Assessment

Personal Essay: (3-5 typed pages / process writing)

In an essay that draws on personal experience and opinion, students will reflect upon their attitudes towards the role of gender in sports.

Materials/Student Resources:

The Girls of Summer – Jere Longman

Nike is a Goddess: The History of Women in Sports – edited by Lissa Smith The Sports Gene: Inside the Science of Extraordinary Athletic Performance

Sports Illustrated

The Best American Sports Writing of the Century – David Halberstram

The Only Game in Town: Sportswriting from The New Yorker – edited by David Remnick

DVDS:

Million Dollar Baby
A League of Their Own
Nine for IX – An ESPN Series on women and sports post Title IX

Unit Two: Gender and Sports			
National	Grade Level Specific Standards as Student Objectives		
Core	for lesson work	Core Text Activities	
Anchor	(Students will be able to)		
Standard			
Staridard	RI 1. Cite strong and thorough textual evidence to		
College &	support analysis of what the text says explicitly as well	- Read 100-200 pages weekly.	
Career	as inferences drawn from the text, including	nedd 100 200 pages weekiy.	
Readiness	determining where the text leaves things uncertain.	- Keep reading response /double entry	
For	RI 2. Analyze how multiple themes or central ideas in a	journals of reading.	
Reading	text interact, build on, and, in some cases, conflict	journals of reducing.	
Standards	with one another.	- Seminar format, textually supported class	
#1, 2, 4,	RL 5. Analyze how an author's choices concerning how	discussion activities.	
5, 6, 7,	to structure a text shape the meaning in a text.	discussion activities.	
0,0,1,	RI 7. Synthesize and apply multiple sources of	Chart annual Language and add a manual	
College &	information presented in different formats in order to	- Short answer / open ended homework	
Career	address a question or solve a problem, including	questions	
Readiness	resolving conflicting information.		
Speaking	RL 10. Read informational text independently,		
Standards	proficiently, and fluently; read texts at the high end of		
#1, 2, 4	range with scaffolding as needed.	Davis samurah aratan samurah in tha	
	W1. Write arguments in which they a. Introduce a	- Basic comprehension assessment in the	
College &	substantive claim, establish its significance, distinguish	form of objective and subjective quizzes and	
Career	it from alternate or opposing claims, and create an	tests.	
Readiness	organization so that claims, reasons, and evidence are		
Writing	purposefully and logically sequenced,	- Make contemporary connections through	
Standards	b. Develop a claim and counterclaim thoroughly and	reading and written consideration of Sports	
#1, 2, 4,	fairly, supplying the most relevant evidence, while	Illustrated.	
5, 7, 8, 9	pointing out the strengths of their own claim and the	- H	
	weaknesses of the counterclaim,	- Full length personal, expository,	
College &	c. Use precise words, phrases, and complex syntax to	argumentative, synthesis, and research	
Career	make explicit the relationships between claims and	based essays	
Readiness	reasons, between reasons and evidence, and between		
Language	claims and counterclaims.	 Critical film viewing 	
Standards	d. Sustain an objective style and tone while attending	- W	
#1, 2, 3,	to the norms and conventions of the specific discipline	- Oral/video presentations on assigned topics	
4, 5, 6	as well as to the audience's knowledge, values, and	and figures	
	possible biases, e. provide a concluding statement or		
	section that follows logically from the argument and	- Research different gender-specific	
	offers a reflection or recommendation.	organizations. Compare/contrast "sister"	
		organizations (ex. NBA vs. WNBA/WTA vs.	
	W4. Produce writing in which the organization,	ATP).	
	development, and substance and style are appropriate		
	to task, purpose, and audience.	Informational/argumentative essay about	
	W5. Strengthen writing as needed by planning,	the differences in popularity, pay,	
	revising, editing, rewriting, or trying a new approach,	educational opportunities, sports	
	focusing on addressing what is most significant for a	scholarships, etc.	
	specific purpose and audience.		
	W 7. Perform short, focused research projects and more sustained research; synthesize multiple		
	authoritative sources on a subject to answer a		
	authoritative sources on a subject to answer a		

	Sports in Literatu	
	question or solve a problem. W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation. SL 1. Initiate and participate effectively in group discussion on grades 11–12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. L1. Observe conventions of grammar and usage. L2. Observe conventions of capitalization, punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.	
College & Career Readiness For Reading Standards #1, 2, 4, 5, 10 College & Career Readiness Writing Standards	RL 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 things uncertain. RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another. RL 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text. RL 6. Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of	

	Sports in Literatu	ire
#1, 2, 4, 5	meaning in a text.	
	RL 10. Read literature independently, proficiently,	
College &	and fluently; read texts at the high end of range	
Career	with scaffolding as needed.	
Readiness	W1. Write arguments	
Speaking	W4. Produce writing in which the organization,	
Standards	development, and substance and style are	
#1, 4	appropriate to task, purpose, and audience.	
, .	W5. Strengthen writing as needed by planning,	
College &	revising, editing, rewriting, or trying a new	
Career	approach, focusing on addressing what is most	
Readiness	significant for a specific purpose and audience.	
Language	SL 1. Initiate and participate effectively in group	
Standards	discussion on grades 1112 topics, texts, and issues	
#1, 2, 3,	being studied in class.	
4, 5, 6	a. Prepare for discussions by distilling the evidence	
4, 3, 0	or information about the material under study and	
	explicitly draw on that preparation in discussions,	
	b. Cooperate with peers to set clear goals and	
	deadlines, establish roles, and determine ground	
	rules for decision making,	
	c. Propel conversations forward by asking questions	
	that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,	
	d. Summarize accurately the comments and claims	
	made on all sides of an issue and determine what	
	additional information, research, and tasks are	
	required for the team to complete the task,	
	e. Evaluate whether the team has met its goals.	
	L1. Observe conventions of grammar and usage.	
	L2. Observe conventions of capitalization,	
	punctuation, and spelling	
	L3. Make effective language choices: Write and edit	
	work so that it conforms to the guidelines in a style	

manual.

Unit Three: Sports and Culture

Unit Overview: In this unit, students will read and analyze first-hand accounts of American slavery, alongside the works of contemporary African writers responding to the impact of colonialism. Students will explore how each of these historical phenomena has impacted the Diaspora culturally, socio-economically, and psychologically.

This unit also introduces the following skills:

- Unit vocabulary
- Reading and analysis of personal narrative for form and content.
- Introduction to rhetorical devices
- Writing an engaging personal narrative/practice college essay

• V	Writing an engaging personal narrative/practice college essay		
Ess	sential Questions	Enduring Understandings	
1)	Why have sports	Group Discussions:	
	become such a	Opportunity	
	significant component	Pride	
	in our national culture,	Greed	
	as well as in smaller,	Ethics	
	more distinct	Values	
	locations?	Fanaticism: Entertainment vs. Life-Altering Fandom	
2)	What "promises" does	Fantasy Sports	
	sports make to	College/Educational Culture	
	individuals within a		
	society? Does it		
	deliver on those		
	promises?		
3)	What does a given		
	society's view on		
	sports say about that		
	society in general?		

Classroom Application

Independent Reading/Research:

- Research a micro-society such as Penn State football or Duke Lacrosse closely in terms of the unit's driving questions.
- Research other countries' culture of sports (i.e. Brazilian football or Canadian hockey).

Summative Assessment: Journalistic Report (3-5 typed pages/process writing)

Based upon a series of interviews and formal observations, students will examine the culture of sports at Columbia high school in comparison to other local schools.

Materials/Student Resources:

Friday Night Lights – HG Bissinger Heaven is a Playground – Rick Telander Sports Illustrated

The Best American Sports Writing of the Century – David Halberstram The Only Game in Town: Sportswriting from The New Yorker – edited by David Remnick

DVDS:

The Armstrong Lie Hoosiers Rocky The Wrestler White Men Can't Jump The Program

Unit Three: Sports and Culture			
National	Grade Level Specific Standards as Student Objectives		
Core	for lesson work	Core Text Activities	
Anchor	(Students will be able to)		
Standard			
	RI 1. Cite strong and thorough textual evidence to		
College &	support analysis of what the text says explicitly as	- Read 100-200 pages weekly.	
Career	well as inferences drawn from the text, including	,	
Readiness	determining where the text leaves things	 Keep reading response /double entry 	
For	uncertain.	journals of reading.	
Reading	RI 2. Analyze how multiple themes or central ideas	Journal of Foundation	
Standards	in a text interact, build on, and, in some cases,	- Seminar format, textually supported	
#1, 2, 4,	conflict with one another.	class discussion activities.	
5, 6, 7,	RL 5. Analyze how an author's choices concerning	ciass discussion activities.	
	how to structure a text shape the meaning in a		
College &	text.	- Basic comprehension assessment in	
Career	RI 7. Synthesize and apply multiple sources of	the form of objective and subjective	
Readiness	information presented in different formats in	quizzes and tests.	
Speaking	order to address a question or solve a problem,		
Standards	including resolving conflicting information.	 Make contemporary connections 	
#1, 2, 4	RL 10. Read informational text independently,	through reading and written	
	proficiently, and fluently; read texts at the high	consideration of Sports Illustrated.	
College &	end of range with scaffolding as needed.		
Career	W1. Write arguments in which they a. Introduce a	 Full length personal, expository, 	
Readiness	substantive claim, establish its significance,	argumentative, synthesis, and	
Writing	distinguish it from alternate or opposing claims,	research based essays	
Standards	and create an organization so that claims, reasons,		
#1, 2, 4,	and evidence are purposefully and logically	- Critical film viewing	
5, 7, 8, 9	sequenced,	_	
	b. Develop a claim and counterclaim thoroughly	 Oral/video presentations on assigned 	
College &	and fairly, supplying the most relevant evidence,	topics and figures	
Career	while pointing out the strengths of their own claim		
Readiness	and the weaknesses of the counterclaim,	- As per Driving Question #2 (promises	
Language	c. Use precise words, phrases, and complex syntax	of sports): pros and cons of playing	
Standards	to make explicit the relationships between claims	sports in school, scholarships,	
#1, 2, 3,	and reasons, between reasons and evidence, and	camaraderie, wellness vs. injury, peer	
4, 5, 6	between claims and counterclaims.	pressure, wellness.	
	d. Sustain an objective style and tone while		
	attending to the norms and conventions of the	- Advertisement of athletes/sports	
	specific discipline as well as to the audience's	perpetuating societal values. Students	
	knowledge, values, and possible biases, e. provide	will compile a collection of sports ads,	
	a concluding statement or section that follows	then write/consider implicit meanings.	
	logically from the argument and offers a reflection	(Sports Illustrated Swimsuit Issue)	
	or recommendation.		

- W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.
 W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
- W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.
- SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.
- a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,
- b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,
- c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,
- d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,
- e. Evaluate whether the team has met its goals.
- L1. Observe conventions of grammar and usage.
- L2. Observe conventions of capitalization, punctuation, and spelling
- L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.

- Peer pressure within Sports
 - Wrestlers, Cyclists, MMA fighters, for example, pressured into making unhealthy choices in the name of competition.
 - Interview CHS athletes about sacrifices in sports and their benefits.

- Popularity of American sports abroad vs. popularity of foreign sports in America.
 - MLS vs. FIFA (Soccer v. Futbol) Cricket, Polo, for example. Why is there no appeal in America?
- Using court documents/cases to determine ethics of sports (i.e. ARod Case—juicing in sports—illegal? Unethical? Immoral? All of the above? Why?

College &
Career
Readiness
For
Reading
Standards
#1, 2, 4,
5, 10

College & Career Readiness Writing Standards #1, 2, 4, 5

College & Career Readiness Speaking Standards #1, 4

College & Career Readiness Language Standards #1, 2, 3, 4, 5, 6

- RL 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 things uncertain. RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.
- RL 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text. RL 6. Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.
- RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.

W1. Write arguments

- W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.
 W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.
- a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,
- b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,
- c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are
- required for the team to complete the task, e. Evaluate whether the team has met its goals.
- L1. Observe conventions of grammar and usage.
- L2. Observe conventions of capitalization,

punctuation, and spelling	
L3. Make effective language choices: Write and edit	
work so that it conforms to the guidelines in a style	
manual.	

Unit Four: Sports and History

Unit Overview:

This unit will consider the history of race and race relations as they have occurred in the world of sports. Beyond history, however, the readings will address the factors that continue to affect athletes of different races and ethnic groups today.

This unit also draws upon skills from the following:

- Critical reading and thinking
- Research
- Analytical writing
- Personal Writing
- Expository Writing
- Argumentative Writing
- Journalistic Writing

	Journalistic Writing			
Ess	sential Questions	Enduring Understandings		
1)	At what point does			
	sports history become	Group Discussions:		
	United States history?	The Roaring 20s		
2)	Why have the	The Great Depression		
	Olympics played such	World War II		
	a big role in U.S.	The dawn/impact of radio and television		
	policy, both foreign	Vietnam		
	and domestic?	• The counter-culture revolution of the 60s and 70s.		
3)	Can sports change	The century-long transition of preeminence from amateur/collegiate		
-	history?	athletics to multi-billion dollar professional leagues		
	,	·		

Classroom Application

Independent Reading/Research:

- Non-fiction research topic of seminal event, i.e. 1968 Olympics et. al.
- Biography/Autobiography of seminal figures, i.e.

Materials/Student Resources:

Seabiscuit: An American Legend—Laura Hillenbrand

King of the World—David Remnick

DVDs:

Cinderella Man

Victory

Ali

Additional Sources across all units:

The New York Times—digital format

Sports Illustrated

What's My Name Fool by Dave Zarin

The Best American Sports Writing of the Century by David Halberstram

The Only Game in Town: Sportswriting from The New Yorker—edited by David Remnick

Sports in Literature—edited by Bruce Erma

Unit Four: Sports and History			
National Core	Grade Level Specific Standards as Student Objectives for lesson work	Core Text Activities	
Anchor	(Students will be able to)		
Standard			
College & Career	RI 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	- Read 100-200 pages weekly.	
Readiness For Reading	determining where the text leaves things uncertain. RI 2. Analyze how multiple themes or central ideas	 Keep reading response /double entry journals of reading. 	
Standards #1, 2, 4, 5, 6, 7,	in a text interact, build on, and, in some cases, conflict with one another. RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a	 Seminar format, textually supported class discussion activities. 	
College & Career Readiness Speaking	how to structure a text shape the meaning in a text. RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem,	 Basic comprehension assessment in the form of objective and subjective quizzes and tests. 	
Standards #1, 2, 4 College &	including resolving conflicting information. RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.	 Make contemporary connections through reading and written consideration of Sports Illustrated. 	
Career Readiness Writing Standards	W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons,	 Full length personal, expository, argumentative, synthesis, and research based essays 	
#1, 2, 4, 5, 7, 8, 9	and evidence are purposefully and logically sequenced,	- Critical film viewing	
College & Career	b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim	 Oral/video presentations on assigned topics and figures 	
Readiness Language Standards #1, 2, 3, 4, 5, 6	and the weaknesses of the counterclaim, c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.	 "American Pastime" In what ways do sports affect our history? Baseball's Negro Leagues as a parallel to American History 	
	W4. Produce writing in which the organization, development, and substance and style are		

College &	appropriate to task, purpose, and audience. W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem. W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation. SL 1. Initiate and participate effectively in group discussion on grades 11–12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. L1. Observe conventions of grammar and usage. L2. Observe conventions of grammar and usage. L2. Observe conventions of capitalization, punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.	
Readiness	well as inferences drawn from the text, including	

	Sports in Effectation	
For	determining where the text leaves things uncertain.	
Reading	RL 2. Analyze how multiple themes or central ideas in	
Standards	a text interact, build on, and, in some cases, conflict	
#1, 2, 4,	with one another.	
5, 10	RL 3. Analyze the impact of the author's choices	
	regarding how to develop and relate elements of a	
College &	story or drama.	
Career	RL 5. Analyze how an author's choices concerning	
Readiness	how to structure a text shape the meaning in a text.	
	RL 6. Analyze an author's use of satire, sarcasm,	
Writing	irony, understatement, or other means that requires	
Standards	a reader to understand various layers of meaning in a	
#1, 2, 4, 5	text.	
	RL 10. Read literature independently, proficiently,	
College &	and fluently; read texts at the high end of range with	
Career	scaffolding as needed.	
Readiness	W1. Write arguments	
Speaking	W4. Produce writing in which the organization,	
Standards		
#1, 4	appropriate to task, purpose, and audience.	
	W5. Strengthen writing as needed by planning,	
College &	revising, editing, rewriting, or trying a new approach,	
Career	focusing on addressing what is most significant for a	
Readiness		
Language	SL 1. Initiate and participate effectively in group	
Standards		
	being studied in class.	
#1, 2, 3,	a. Prepare for discussions by distilling the evidence or	
4, 5, 6	information about the material under study and	
	explicitly draw on that preparation in discussions,	
	b. Cooperate with peers to set clear goals and	
	deadlines, establish roles, and determine ground	
	rules for decision making,	
	c. Propel conversations forward by asking questions	
	that test the evidence and by sharing findings that	
	clarify, verify, or challenge ideas and conclusions,	
	d. Summarize accurately the comments and claims	
	made on all sides of an issue and determine what	
	additional information, research, and tasks are	
	required for the team to complete the task,	
	e. Evaluate whether the team has met its goals.	
	L1. Observe conventions of grammar and usage.	
	L2. Observe conventions of capitalization,	
	punctuation, and spelling	
	L3. Make effective language choices: Write and edit	
	work so that it conforms to the guidelines in a style	
	manual.	

Unit Five: Sports Fiction

Unit Overview:

This unit will consider the history of race and race relations as they have occurred in the world of sports. Beyond history, however, the readings will address the factors that continue to affect athletes of different races and ethnic groups today.

This unit also draws upon skills from the following:

- Critical reading and thinking
- Research
- Analytical writing
- Personal Writing
- Expository Writing
- Argumentative Writing
- Journalistic Writing

Essential Questions	Enduring Understandings
1) How has racism in the	Racism's presence in sports
world of sport	Overcoming racism in the context of sports
reflected that of the	
larger world?	
2) Has the	
presence/nature of	
racism changed in	
contemporary sports?	
3) Does sport offer	
prospects for	
overcoming racism?	
Classys and Application	

Classroom Application

Materials/Student Resources:

The Professional WC Heinz

The Art of Fielding Chad Harbach

Bleachers John Grisham

Selected poetry

Unit Five: S	Unit Five: Sports Fiction			
National				
Core	for lesson work	Core Text Activities		
Anchor	(Students will be able to)			
Standard				
	RI 1. Cite strong and thorough textual evidence to			
College &	support analysis of what the text says explicitly as	- Read 100-200 pages weekly.		
Career	well as inferences drawn from the text, including	, ,		
Readiness	determining where the text leaves things	 Keep reading response /double entry 		
For	uncertain.	journals of reading.		
Reading	RI 2. Analyze how multiple themes or central ideas			
Standards	in a text interact, build on, and, in some cases,	- Seminar format, textually supported		
#1, 2, 4,	conflict with one another.	class discussion activities.		
5, 6, 7,	RL 5. Analyze how an author's choices concerning			
	how to structure a text shape the meaning in a	- Basic comprehension assessment in		
College &	text.	the form of objective and subjective		
Career	RI 7. Synthesize and apply multiple sources of	quizzes and tests.		
Readiness	information presented in different formats in	quizzes and tests.		
Speaking	order to address a question or solve a problem,	Malia andanananan ananatiana		
Standards	including resolving conflicting information.	- Make contemporary connections		
#1, 2, 4	RL 10. Read informational text independently,	through reading and written		
	proficiently, and fluently; read texts at the high	consideration of Sports Illustrated.		
College &	end of range with scaffolding as needed.	_ ,, ,, ,, ,, ,,		
Career	W1. Write arguments in which they a. Introduce a	- Full length personal, expository,		
Readiness	substantive claim, establish its significance,	argumentative, synthesis, and research		
Writing	distinguish it from alternate or opposing claims,	based essays		
Standards	and create an organization so that claims, reasons			
#1, 2, 4,	, and evidence are purposefully and logically	 Critical film viewing 		
5, 7, 8, 9	sequenced,			
	b. Develop a claim and counterclaim thoroughly	- Oral/video presentations on assigned		
College &	and fairly, supplying the most relevant evidence,	topics and figures		
Career	while pointing out the strengths of their own claim			
Readiness	and the weaknesses of the counterclaim,	- Written formats: Fiction v. Nonfiction.		
Language	c. Use precise words, phrases, and complex syntax	How do the two differ in regards to		
Standards	to make explicit the relationships between claims	Sports Literature?		
#1, 2, 3,	and reasons, between reasons and evidence, and			
4, 5, 6	between claims and counterclaims.	 Compile charts of Sports Literature 		
	d. Sustain an objective style and tone while	themes. Create a Venn Diagram of		
	attending to the norms and conventions of the	themes that exist within Sports		
	specific discipline as well as to the audience's	Literature, without it, and within both.		
	knowledge, values, and possible biases, e. provide			
	a concluding statement or section that follows			
	logically from the argument and offers a reflection			
	or recommendation.	IN SMALL GROUPS:		
		- Each group is assigned to a sport.		
	W4. Produce writing in which the organization,	- Groups list themes in fiction based on		
	development, and substance and style are	their sport.		

appropriate to task, purpose, and audience. W.S. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem. W.8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation. S.L. I. Initiate and participate effectively in group discussion on grades 11–12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarity, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. L1. Observe conventions of grammar and usage. L2. Observe conventions of grammar and usage. L2. Observe conventions of spammar and usage. L2. Observe conventions of what it conforms to the guidelines in a style manual.		Sports in Encratar		
revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem. W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation. St. 1. Initiate and participate effectively in group discussion on grades 11–12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. L1. Observe conventions of grammar and usage. L2. Observe conventions of of apitalization, punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.		appropriate to task, purpose, and audience.	-	Whole class comes together to
approach, focusing on addressing what is most significant for a specific purpose and audience. W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem. W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation. SL 1. Initiate and participate effectively in group discussion on grades 11–12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. L1. Observe conventions of grammar and usage. L2. Observe conventions of grammar and usage. L2. Observe conventions of spitalization, punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.		W5. Strengthen writing as needed by planning,		discover that most sports literature
approach, focusing on addressing what is most significant for a specific purpose and audience. W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem. W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation. SL 1. Initiate and participate effectively in group discussion on grades 11–12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. L1. Observe conventions of grammar and usage. L2. Observe conventions of grammar and usage. L2. Observe conventions of spitalization, punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.		revising, editing, rewriting, or trying a new		contains universal themes.
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St. 1. Initiate and participate effectively in group discussion on grades 11—12 topics, texts, and issues being studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions, b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making, c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions, d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task, e. Evaluate whether the team has met its goals. 11. Observe conventions of grammar and usage. 12. Observe conventions of capitalization, punctuation, and spelling 13. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.				
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	Readiness	well as inferences drawn from the text, including		

	Sports in Literatur	
For	determining where the text leaves things uncertain.	
Reading	RL 2. Analyze how multiple themes or central ideas	
Standards	in a text interact, build on, and, in some cases,	
#1, 2, 4,	conflict with one another.	
5, 10	RL 3. Analyze the impact of the author's choices	
	regarding how to develop and relate elements of a	
College &	story or drama.	
Career	RL 5. Analyze how an author's choices concerning	
Readiness	how to structure a text shape the meaning in a text.	
	RL 6. Analyze an author's use of satire, sarcasm,	
Writing	irony, understatement, or other means that requires	
Standards	a reader to understand various layers of meaning in	
#1, 2, 4, 5	a text.	
	RL 10. Read literature independently, proficiently,	
College &	and fluently; read texts at the high end of range with	
Career	scaffolding as needed.	
Readiness	W1. Write arguments	
Speaking	W4. Produce writing in which the organization,	
Standards	development, and substance and style are	
#1, 4	appropriate to task, purpose, and audience.	
,	W5. Strengthen writing as needed by planning,	
College &	revising, editing, rewriting, or trying a new approach,	
Career	focusing on addressing what is most significant for a	
Readiness	specific purpose and audience.	
	SL 1. Initiate and participate effectively in group	
Language	discussion on grades 1112 topics, texts, and issues	
Standards	being studied in class.	
#1, 2, 3,	a. Prepare for discussions by distilling the evidence	
4, 5, 6	or information about the material under study and	
	explicitly draw on that preparation in discussions,	
	b. Cooperate with peers to set clear goals and	
	deadlines, establish roles, and determine ground	
	rules for decision making,	
	c. Propel conversations forward by asking questions	
	that test the evidence and by sharing findings that	
	clarify, verify, or challenge ideas and conclusions,	
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	L1. Observe conventions of grammar and usage.	
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	L3. Make effective language choices: Write and edit	
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