

Course Title – Sports in Literature

Implement start year – 2014-2015

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Unit #3, topic – Impact of Sports on Societal Values

Students will be able to independently use their learning to discover, connect, analyze and synthesize the relationships between sports and society.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

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.

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.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

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.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>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>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> professional sports teams success is most often related directly to the financial support it receives from various sources from the community, its fan base and local businesses.</p> <p><i>EU 2</i> participation in youth sports programs can influence familial and inter-personal relationships.</p> <p><i>EU 3</i> communities / schools are often guided or defined by their sports programs.</p> <p><i>EU 4</i> sports is microcosmic of society's willingness to compete and win.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why do individuals, business and government invest heavily in professional sports teams? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does one's level of participation in sports influence family relationships? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does the level of student participation in sports programs affect school culture? • How are communities often defined by their sports teams? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How do sports often mirror or reflect humanity's need to compete and win?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • a working definition of economics. • examples of how individuals, communities, businesses and government all financially benefit from hosting professional sports teams. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • research and present data from multiple media and digital sources revealing the financial impact of sports on host cities or communities.

<p><i>EU 2</i></p> <ul style="list-style-type: none"> • a working definition of parental pressure. • parental pressure for their children to participate and succeed in sports can be both positive and negative. • a working definition of peer pressure. • positive and negative examples of peer pressure from teammates. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • a working definition of community / school culture. • examples of community / school cultures defined by sports programs. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • a working definition of cheating or doping in sports. • examples of cheating or doping in sports. • a working definition of winning and losing and the commitment it takes to compete at a high level 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • initiate and participate effectively in discussions that produces examples of both parental and peer pressure and its positive or negative effects on young athletes <p><i>EU 3</i></p> <ul style="list-style-type: none"> • produce an informative writing explaining how sports programs influence or define community and school culture <p><i>EU 4</i></p> <ul style="list-style-type: none"> • write an expository or argumentative essay on what motivates athletes, teams or nations to cheat. • initiate a class discussion distinguishing the difference(s) between cheating to win and an athlete's desire to find every competitive edge to win; examples of the kinds of training and commitment it takes to be competitive
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Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Teacher observation of student participation in dialogue and discussion.
- Assessment of understanding the connections among community, business, government, and professional sports teams through multiple and varied writing assignments.
- Quizzes on the effects of internal / external pressures evident in both professional and youth sports.
- Student generated lectures and presentations from various digital and media sources revealing analysis of the financial, social and cultural impact of sports on individuals, businesses, communities and government.
- Blog or compile several journal entries on evolving topics related to sports in our nation and communities presented on ESPN or local networks.
- View and discuss an array of videos from various digital sources and networks to accumulate knowledge and awareness as it relates to sports and its impact on society.
- Students can search video and digital sources with the intent to present a speech revealing the influence of sports on society.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Paraphrase notes from lecture and text on various topics presented in class. (A)
- Accumulate appropriate and pertinent data from multiple media and digital sources, in addition to teacher-generated information to use as a foundation or background for discussions and in-class presentations. (A)
- Attend a local or professional sports event and share observations and insights about the significance of sports in a student-guided discussion. (M)
- Evaluate, discuss and analyze the validity of disseminated information from multiple sources as it relates to each student personally, and his/her community. (T)
- Analyze and synthesize research from credible databases. (T)
- Attend several local youth sports events and chronicle observations related to class discussions and assignments. (M)
- View and discuss an array of videos from various digital sources and networks to accumulate knowledge and awareness as it relates to sports and its impact on society. (M)
- View ESPN 30 for 30 and similar documentary videos to gather awareness of legendary sports figures. (A)
- Invite locally successful athletes and coaches (collegiate and professional) to class to speak on various topics. (M)
- Invite a local SID (Sports Information Director) to discuss how sports affects his/her university (financially, socially, etc). (M)
- Invite coaches, counselors and administrators to discuss their philosophies and points-of view about the significance of sports in the school's culture. (M)
- Research and calculate the estimated monetary value of any or several sports franchises. (A)
- Research and calculate the estimated revenue generated by a single home game of a local professional sports team and be able to extrapolate that revenue over the course of an entire season. (A)
- Read a student selected autobiographical or biographical sports literary work with the intent to reflect on its universal message. (T)