

Course Title – Sports in Literature

Implement start year – 2014-2015

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Unit #1, topic – Sports in History and Culture

Students will be able to independently use their learning to connect sports to their cultural history.

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.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> sports have impacted the evolution of history.</p> <p><i>EU 2</i> the impact of sports on cultures is vast and significant.</p> <p><i>EU 3</i> organizations use sports as a venue to advance political agendas.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why do sports influence or impact history? • How are issues of racism, sexism, and religious discrimination played out in sports? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How do sports impact society and shape culture? • How do sports influence me and my community? • How does sports fit into our society? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How have sports impacted political relationships?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the evolution of sports in history. • the effects of the Negro Leagues on civil rights. • the effects of the Women's League on women's rights. • the historical and political development of the Olympics. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the connection between the geography of a country and sports native to that country. • the influence that culture has on the choice of sports. • the definition of culture. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • a variety of past sporting events that have advanced political agendas. • the effect sporting events have on political relationships. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • discuss the impact of women in sports. • analyze racial inequality in sports. • construct a timeline on the evolution of the Olympics. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • analyze how geography influences the development of sports particular to that region. • Investigate the cultural trends that make certain sports popular. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • research news articles that demonstrate the advancement of political agendas.

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.*

- Discussion on the impact of racial discrimination in sports.
- View videos to acquire background about the political and cultural impact of sports.
- Quiz on the evolution of sports in history.
- Quiz on the influence of sports.
- Write an essay that analyzes the relationship between sports and society in relation to nonfiction reading selections.
- Students will submit written responses to journal prompts about sports, various reading selections, and videos.

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.*

- Lecture/discussion on culture. (A)
- Students will identify characteristics of their own culture and discuss how these characteristics are influenced by sports. (T)
- Students will read fiction and non-fiction stories about the historical impact of sports. (A)
- Students will read news articles about discrimination in sports. They will evaluate and discuss the cultural influence for these forms of discrimination. (M)
- Students will use advanced searches to identify and research athletes that have significantly impacted the historical importance of sports. (A)
- Students will view the film A LEAGUE OF THEIR OWN and analyze the impact of Women's Leagues on history. (A)
- Students will research the evolution of the Olympics and create a timeline that details major events and changes to the Olympics from its inception to the present day. (M)
- Discuss and analyze the cultural trends that are created by famous athletes. (T)
- Students will find news articles where sports were used by organizations in order to advance a political agenda. They will then evaluate the effect on a local, national, and/or global scale. (A)