

Sports Literature

Curriculum

**Francis Howell
School District**



Board Approved: April 21, 2016

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

Vision Statement

Every student will graduate with college and career readiness skills.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

English Language Arts Graduate Goals

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension, and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

Course Rationale

One of the goals of Sports Literature and Composition is to build upon the skills introduced and learned in English I, II, and III. This course will allow the students who need a high interest, timely sports-related literature as motivation to enjoy reading and researching. This high interest will help those students who might not ordinarily push themselves to the analysis level and take that reading to the next level. The students will analyze and dissect a novel and a plethora of informational texts while discussing, researching, and presenting information found. Students will be reading novels, short stories, poetry, and informational texts and creating a website complete with visuals and editorials as well as defending a thesis in this semester course. Therefore, this course is best-suited for a mature student who can set and meet individual and group deadlines.

Course Description

Sports Literature will consist of an examination of the connection between sport and society from several perspectives through interaction with literature presented by authors from various genres. This course will prepare students for the challenging reading and writing they will encounter in college and beyond. Readings in the course are selected to be high-interest and thought provoking, covering modern fiction, poetry, but will focus primarily on non fiction, biographies, and commentaries. Writing in the course is designed to be critical in an attempt to provide the student with the opportunity to express personal reactions with confidence and clarity via argumentative and informative pieces. Through the use of sports literature and other media forms, the primary objective is to develop a greater sensitivity to the world of sports and understand the relationship of sports and society.

Sports Literature Curriculum Team

Curriculum Committee

Hayley Leake
Mike Storm

Francis Howell Central
Francis Howell High

English Language Arts Content Leader
Director of Student Learning
Chief Academic Officer
Superintendent

Erin Thurston
Dr. Chris Greiner
Dr. Mary Hendricks-Harris
Dr. Pam Sloan

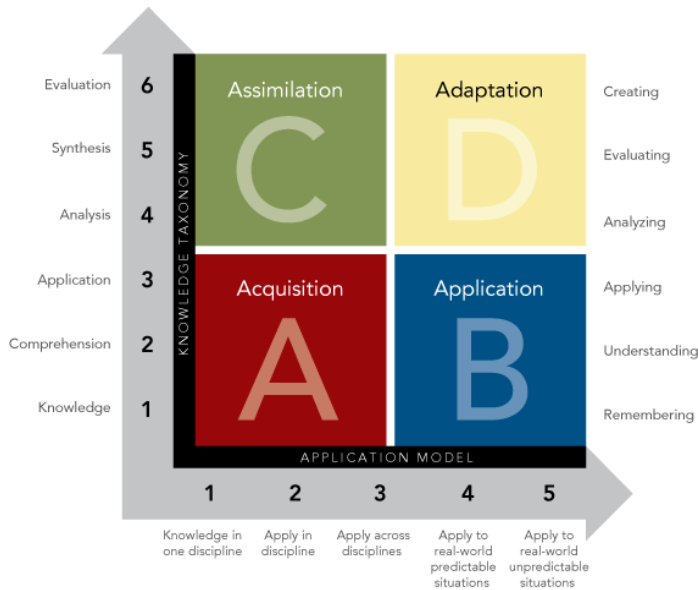
[Curriculum Cycle Work](#)

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Unit A: Societal Impact of Sport 11 weeks	Unit B: Evolution of Sport 5 weeks
PE Standards: RL1 RL2 W1	PE Standards: RI 1 RI 7 W1 SL1 SL 3 SL 4
standards covered in this unit: RL1 RL2 RL3 RI1 RI2 RI5 RI6 RI7 W1 W2 W4 W6 W8 W9 SL1 SL3 SL4 ISTE 1c ISTE 2b	standards covered in this unit: RI1 RI2 RI7 W1 W4 W6 W7 W8 SL1 SL2 SL3 SL4 SL5 L1 ISTE 1 ISTE 2 ISTE 3 ISTE 5

Course Map

	Unit Description	Unit Timeline	PE Summary	PE Standards
Quarter 1/2	<p>Students will participate in a range of discussions, close readings (literature, informational texts, and media), and writings to understand the craft and purpose of arguments. Specifically, students will be exposed to a series of articles, a novel, and editorials about sports and society. Throughout this unit, students will analyze and evaluate a self-selected topic in which they will determine the society impact on sport and vice versa. This unit will culminate by students creating a website to showcase their understanding of their self-selected topic and outlining their claim, evidence, and warrants. Students will then be a part of a small group in which they defend their claim to each other and evaluate others' claims.</p>	11 weeks	<p>Students will create a website/electronic portfolio to showcase their understanding of societal impact on sports and/or impact of sports on society. This website will include a written, visual, and multimedia example to support the student claim. The written portion may include but is not limited to an editorial or a blog entry. The visual portion may include but is not limited to a photo essay or infographic. Lastly, students will upload a commercial, advertisement, video clip, or PSA as an example of their claim. They will then write a defense of how this evidence supports their original claim regarding impact of sports.</p>	RL1 RL2 W1
Quarter 2	<p>Students will collaborate to develop criteria that makes an athlete worthy of the Hall of Fame and then use that criteria to independently research a specific athlete. After initial research, students will develop a claim and supporting evidence, which they will then defend to a small group of peers who will ask probing questions to ensure higher-order thinking skills in unpredictable situations. During this unit, students will build a strong understanding of the research process, audio-visual presentations, verbal communication skills, and argumentative thinking.</p>	7 weeks	<p>Student will select and research a Hall of Fame worthy athlete by reading biographies, articles, viewing Hall of Fame speeches, transcripts, etc. in order to make the claim that this athlete should be recognized as an "All Sports Hall of Fame" member. Students will demonstrate their mastery of the research process in addition to the video product. Students will draft and produce a 5 minute video presenting their findings and supporting evidence on that question based on class-created criteria. Then, groups of 5-6 will view each others' speeches while individually synthesizing the presenter's claims and taking notes to probe, verify, and challenge the speaker's reasoning, evidence, and rhetoric. Each presenter will then field questions from group members to defend his/her claim and supporting evidence.</p>	RI 1 RI 7 W1 SL1 SL 3 SL 4

Unit 1: Societal Impact of Sports

Content Area: English Language Arts	Course: Sports Literature	UNIT: Societal Impact of Sport
--	----------------------------------	---------------------------------------

Unit Description: Students will participate in a range of discussions, close readings (literature, informational texts, and media), and writings to understand the craft and purpose of arguments. Specifically, students will be exposed to a series of articles, a novel, and editorials about sports and society. Throughout this unit, students will analyze and evaluate a self-selected topic in which they will determine the society impact on sport and vice versa. This unit will culminate by students creating a website to showcase their understanding of their self-selected topic and outlining their claim, evidence, and warrants. Students will then be a part of a small group in which they defend their claim to each other and evaluate others' claims.	Unit Timeline: 11 weeks
--	-----------------------------------

DESIRED Results
Transfer Goal - Students will critically read various genres of sports-related materials for information/enjoyment and effectively communicate claims about the texts.

Understandings – Students will understand that... (Big Ideas)

1. ...the world is surrounded by arguments that try to shape one's thinking; therefore, it is essential to know how to critically read and build an argument.
2. ...actively reading with a purpose leads to a deeper understanding of a text.
3. ...thoughtful discussion with peers leads to a deeper understanding of the text.
4. ...technology can be a tool for communicating ideas and providing feedback.
5. ...literature can shine a light on the influences of sports on society and society on sports.

Essential Questions: How does sports collaborate with society to define our values? How has sports affected American culture and vice versa? How can effective arguments affect change in society?
--

Students will know/understand...	Standard	Students Will Be Able to...	Standard
<p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of theme and how to find evidence to support the themes as well as how other elements of literature (characterization, plot, setting, tone, point of view, etc.) create and build themes. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>The definition of setting, plot, characterization as well as that the author is intentional about these decisions in order to convey the overall purpose of the text.</p> <p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RI1</p> <p>RI2</p>	<p><u>Reading Literature</u> 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>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g. where the story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><u>Reading Informational Texts</u> 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>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>RL1</p> <p>RL2</p> <p>RL3</p> <p>RI1</p> <p>RI2</p>

<p>Authors make deliberate choices regarding text structure to hold the reader’s attention and best convey the overall message of the text. Readers need to determine how effective those choices are.</p> <p>The different point of views (perspectives) and how effective each of them is in conveying the overall message. Author’s use of specific rhetoric deliberately to convey a purpose.</p> <p>Where to find information regarding specific questions or problems and how to evaluate the accuracy and adequacy of a source.</p> <p>Writers write to convey their purpose or message, and keep an objective tone and present both sides while writing arguments.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers use the most up-to-date and accurate information as evidence.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea</p>	<p>RI5</p> <p>RI6</p> <p>RI7</p> <p>W1</p>	<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>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>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>Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons 	<p>RI5</p> <p>RI6</p> <p>RI7</p> <p>W1</p>
--	--	---	--

<p>across to the reader.</p> <p>Writers know and use specific traits because they contribute to clear, cohesive writing. These traits include ideas and content, organization, sentence fluency, word choice, voice, and conventions.</p> <p>Writers write to convey their purpose or message and keep an objective tone while writing informational texts.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p>	<p>W2</p>	<p>and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows and supports the argument presented. <p>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> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transition and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and 	<p>W2</p>
--	-----------	---	-----------

<p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing, and publishing. Writers need to be aware of their audience and purpose, and choose appropriate form to suit them.</p> <p>Research and ideas are always changing and writing needs updating based on new ideas. Technology has a variety of ways to produce, publish, and update writing as well as provide ongoing peer feedback and dialogue.</p> <p>Researchers review and evaluate multiple resources to find the most accurate and relevant information. Researchers understand there is a delicate balance between their own ideas and that of the sources. Researchers understand the importance of citing sources.</p> <p>Writers analyze and evaluate evidence from sources, and use that evidence to convey their controlling idea.</p>	<p>W4</p> <p>W6</p> <p>W8</p> <p>W9</p>	<p>conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Using technology, including the Internet, to produce, publish, and update individual writing products in response to ongoing feedback, including new arguments or information.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11-12 Reading standards to literature</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction</p>	<p>W4</p> <p>W6</p> <p>W8</p> <p>W9</p>
---	---	--	---

<p>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</p>	<p>SL1</p>	<p><u>Speaking and Listening</u> 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> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 	<p>SL1</p>
<p>Speakers and writers create text with a certain purpose or, at times, bias, and readers need to evaluate all</p>	<p>SL3</p>	<p>Evaluate a speaker's point of view, reasoning, and</p>	<p>SL3</p>

<p>components of the text before trusting the text.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p>	<p>SL4</p>	<p>use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>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>ISTE</u></p> <p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>c. Use models and simulations to explore complex systems and issues.</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>	<p>SL4</p> <p>ISTE 1c</p> <p>ISTE 2b</p>
---	------------	--	--

Unit 1: Assessment

EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant
1, 3, 4, 5	W1, W9 SL3, SL4	<p>Description of Assessment Performance Task: Students will create a website/electronic portfolio to showcase their understanding of societal impact on sports and/or impact of sports on society. This website will include a written, visual, and multimedia example to support the student's claim. The written portion may include but is not limited to an editorial or a blog entry. The visual portion may include but is not limited to a photo essay or infographic. Lastly, students will upload a commercial, advertisement, video clip, or PSA as an example of their claim. They will then write a defense of how this evidence supports their original claim regarding impact of sports.</p> <p>Teacher will assess: The students will show mastery of written and verbal organization and development, support and details, language and word choice, standard usage (conventions), as well as speaking and listening skills.</p> <p><u>Performance:</u> Mastery: Students will show that they really understand when they meet (3) or exceed (4) in at least 4 of the 6 criteria.</p> <p>Scoring Guide</p>	<p>D</p> <p><u>21st Century</u></p> <p>Creativity, Critical Thinking</p>

Unit 1: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>
1, 3, 5	SL1, SL4 W4	<p>1. Activity: Brainstorming</p> <p>Students will participate in a variety of brainstorming activities at the start of the unit to ponder ideas regarding the following issues related to the unit:</p> <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? ● Historically, how has sport changed from its introduction in the late 1800's up to now? <p>These brainstorming activities could take place in one class period or over a few class periods and can take the form of a quick write, jot thoughts, all write round robin, mix-pair-share. After individual think time to brainstorm, students will participate in a variety of small group, partner, and/or whole class discussions around these questions. Discussion structures could include fishbowl, socratic seminar, shoulder partner, stand-up/hand-up/pair-up, or talking chips.</p> <p>Objective: We will understand the impact sports has on our society.</p>	<p>Advance Organizer/ Frontloading</p> <p>Cooperative Learning</p>	<p><u>R/R Quadrant</u></p> <p style="text-align: center;">B</p> <p><u>21st Century</u></p> <p>Collaboration Critical Thinking Communication</p>
2, 3, 4, 5, 6	RL1, RL2 RI1, RI2, RI6 SL1	<p>2. Activity: Reading and Annotating</p> <p>Students will read editorial-driven essays and actively analyze the author's point of view, thematic conflict, and argument technique (logos, pathos, ethos).</p> <ul style="list-style-type: none"> ● Actively read "Sports: An Offer We Can't Refuse" by highlighting in green 3 ideas of which you agree and in pink 2 ideas of which you disagree to prepare to individually organize and write a response to that article. ● Actively read "American Sport in the New Millennium" by paying close attention to the paradox of the article and being prepared to discuss with a partner, using Most Important Point. After the partner discussion, discuss the author's message, argument techniques, and how this viewpoint connects with other situations in sports with a small group (4-5 students) using talking chips or round robin. If teacher chooses, there are questions 	<p>Advance Organizer/ Frontloading</p> <p>Cooperative Learning</p>	<p><u>R/R Quadrant</u></p> <p style="text-align: center;">C</p> <p><u>21st Century</u></p> <p>Collaboration Critical Thinking Communication</p>

		<p>to go along with this text.</p> <ul style="list-style-type: none"> ● Actively read "The Changing Face of the Sports Fan" by completing a cause-effect chart outlining the circumstances influencing the evolution of economics in American Sports and prepare a statement detailing a personal experience impacted by the economics of sports. Share the prepared statement with entire class using inside circle - outside circle, Today's Meet, or Padlet. ● Actively read "Father's Eyes" and "The Thrill of the Grass" by utilizing close reading strategies (ie. Focused Reading or Stem Completion). The reading strategies will enhance class discussion built around behavioral virtues in sports. ● Actively read two poems, "To An Athlete Dying Young" and "Standing Alone", using the Poetry Annotation Worksheet to establish an author's message about Americans' attitude toward sports. <p>Objective: We will understand that authors have a message and use specific techniques to convey that message and overall purpose.</p>	Summarizing & Notetaking	
1, 2, 4, 5	RI1, RI2, W1, W8 ISTE 1c	<p>3. Activity: Researching, Reading, Synthesizing, Presenting</p> <p>Students will survey the blog site US Sport History and select five blog entries woven into a student-selected theme. Students will then read and annotate each blog entry to collect information to best synthesize a timeline illustrating the historical evolution of the student's sports-related theme over a span of American history. The student will then create an infographic to present relevant and meaningful findings of the research. Upon completion of the infographic, students will post the infographic to a class website for viewing and feedback by other students. Student work will be evaluated by the instructor.</p> <ul style="list-style-type: none"> ● Access the blogsite US Sport History. Independently survey the blog entries, create a list of blog titles of interest, uncover a theme from the list of blog titles, select five blog titles tied to the theme. ● Actively read each blog by annotating significant contributors to change or the evolution of sports, historical documents and events advocating change in sports, and/or places where change unfolded by using graphic organizers, mind-mapping, et al. ● Synthesize a timeline illustrating the historical evolution of the student-selected theme by using graphic organizers, manipulatives, or two-column notes. ● Using Easel.ly or Piktochart create an infographic to accurately illustrate 	<p>Identifying Similarities and Differences</p> <p>Summarizing and Note Taking</p> <p>Non-Linguistic Representation</p>	<p><u>R/R Quadrant</u></p> <p>C,D</p> <p><u>21st Century</u></p> <p>Creativity Critical Thinking Communication</p>

		<p>the historical impact that sport has held on society and, inversely, the impact that society has had on sports.</p> <p>Objective: We will demonstrate via symbolic representation an understanding of the influences that sport and society hold on one another.</p>		
2, 3, 4, 5	<p>RL1, RL2, RL3, W6 ISTE 2b</p>	<p>4. Activity: Online Discussing</p> <p>Students will read assigned chapters of <i>Friday Night Lights</i> and participate in small group activities and class-wide discussion. Then to illustrate individual depths of understanding, students will post a response to teacher-created prompts. Students will also comment on the responses of fellow students, thus, creating an online dialogue among students.</p> <ul style="list-style-type: none"> ● Thoughtfully respond to prompts relating to the societal themes presented by the author in <i>Friday Night Lights</i> using discussion boards such as Today'sMeet, Weebly, Schoology, Google sites, et al. <ul style="list-style-type: none"> ■ Referencing Odessa's history, which event factored most heavily into influencing the attitudes of Odessans in 1988? ■ Talk about the various pressures facing high school athletes today and measure those pressures against the Permian Panthers of 1988. ■ Among Mike Winchell, Ivory Christian, Boobie Miles, and Don Billingsley, argue which character faces the greater demons of internal conflict. ■ Let's talk about the coin toss tie-breaker. Is it fair? Offer a counter-proposal to the coin toss. Analyze and breakdown the ideas presented by your classmates. ■ As you read the final three pages of Chapter 15, what were your emotions? How did the author make you feel that way? ■ During Permian's final drive, why would Bissinger continually interrupt the football action to share the experiences of Permian fans and their personal stories of investment? <p>Objective: We will utilize technology to communicate our understandings of author technique and the fickle relationship between high school sports and community.</p>	<p>Cues and Questions</p> <p>Identifying Similarities and Differences</p>	<p><u>R/R Quadrant</u></p> <p>B</p> <p><u>21st Century</u></p> <p>Communication</p>

<p>1, 2, 5</p>	<p>RI1 RI7 SL3 W2 W9</p>	<p>5. Activity: Constructed Responses</p> <p>Students will view a series of commercials, PSAs, or YouTube editorials, and identify the video’s claim, evidence, and warrant by composing a constructed response for each video. Students will compose the first constructed response under teacher’s guidance with the class, the second with a partner, and the third independently.</p> <p>Video Library:</p> <p>Sportsmanship: Pass it On Smokey Bear: Bear Hug Don’t Text and Drive PSA BCSPCA: Animal Cruelty PSA Internet Safety PSA Pay College Athletes PSA Walt Disney World Resort / Disney in Florida commercial Caesars Palace: Routinely Spectacular commercial Colin Cowherd: Ohio State would ‘run through’ the SEC Stephen A.: Kobe should retire right now</p> <ul style="list-style-type: none"> ● View selected PSAs while taking notes on the claim, evidence, and warrants in a format of student’s choice. ● Using the following prompts, compose a constructed response to evaluate the effectiveness of persuasive techniques. <ul style="list-style-type: none"> ■ Determine how you feel when the video is over. How does the video’s tone complement the argument? ■ Assuming the video producer has intentionally left out certain facts, why does the producer elect to omit such facts? ■ How does the video illustrate that the subject of the video is important? <p>Objective: We will understand the techniques used in an effective argument and be able to analyze and evaluate effectiveness of argument techniques.</p>	<p>Summarizing & Note-taking</p> <p>Cues & Questions</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21st Century</u> Critical Thinking</p>
<p>1, 2, 3, 5</p>	<p>RI1 RI5 W1</p>	<p>6. Activity: Writing (Editorializing)</p> <p>Students will read editorial-driven essays and actively analyze the author’s point of view, thematic conflict, and argument technique (logos, pathos, ethos).</p> <ul style="list-style-type: none"> ● Using the provided annotation checklist, actively read “An Experiment Justified” to establish the original premise of college athletics and to 	<p>Summarizing and Note-taking</p>	<p><u>R/R Quadrant</u></p> <p>C</p>

		<p>prepare for discussion of the article with a partner and with the entire class.</p> <ul style="list-style-type: none"> ● Actively read “<u>The Big-Time College Sports Plantation and the Slaves Who Drive It</u>” by analyzing the extended metaphor within the article and be prepared to discuss. ● Actively read “<u>Paying NCAA Athletes: Stop Ignoring the 99%</u>” and “<u>Athletes are Getting Degrees, But Does That Actually Mean Anything?</u>” as an introduction to the argument of discussion (paying college athletes). ● Actively read a series of editorials (“<u>The Debate Club: Should NCAA Athletes Be Paid?</u>”) on the issue of study while analyzing the author’s claim structure and persuasive technique. ● Create a graphic organizer (eg. T-chart, Venn Diagram) to organize an argument on the issue in question. ● Develop and compose a one-page editorial utilizing appropriate structure (claim, rationale, evidence) and persuasive techniques that delivers the student’s personal view on the topic of paying college athletes. Students will give each other feedback on their editorial by completing an <i>Is It Safe?</i> on each piece of evidence and a <i>Warrant Workout</i> for each warrant. ● Develop and compose a one-page editorial utilizing appropriate structure (claim, rationale, evidence) and persuasive techniques that delivers the viewpoint opposite that of the student’s personal viewpoint on the topic of paying college athletes. <p>Objective: We will be able to craft an editorial from the opposing viewpoint while exercising appropriate structure and persuasive techniques.</p>	<p>Similarities & Differences</p> <p>Argumentative Writing</p>	<p><u>21st Century</u></p> <p>Critical Thinking</p>
--	--	---	--	--

Unit 1: Resources

UNIT RESOURCES	
<p>Resources:</p>	<ul style="list-style-type: none"> ● <i>Friday Night Lights</i> by H.G. Bissinger ● <i>Playing the Enemy</i> by John Carlin ● <i>Last Days of Summer</i> by Steve Kluger ● <i>The Natural</i> by Bernard Malamud ● <i>Shoeless Joe</i> by W.P. Kinsella

- *The Best St. Louis Sports Arguments* by Bryan Burwell
- *Chicken Soup for the Sports Fan's Soul*, Anthology edited by Canfield, Hansen, Donnelly, and Tunney
- *The Norton Book of Sports*, Anthology edited by George Plimpton
- *The Best American Sports Writing of the Century*
- *Sports in Literature* by Bruce Emra
- Sport in Contemporary Society, 8th edition, Anthology edited by D. Stanley Eitzen
- Sport in American History, <http://ussporthistory.com/>
- Easel.ly, <http://www.easel.ly/>
- Piktochart, <http://piktochart.com>
- Infogr.am, <http://infogr.am>
- "Paying NCAA Athletes: Stop Ignoring the 99%" by Jake Fischer, <http://www.huffingtonpost.com/jake-fischer/>
- "Athletes are getting degrees, but does that actually mean anything?" by Kevin Trahan, <http://www.sbnation.com/college-football/2014/7/9/5885433/ncaa-trial-student-athletes-education>
- "Debate Club: Should NCAA Athletes be Paid?", <http://www.usnews.com/debate-club/should-ncaa-athletes-be-paid>
- "Sportsmanship: Pass it On" PSA, <https://www.youtube.com/watch?v=9x0LgNVQjyY>
- "Smokey Bear: Bear Hug" PSA, <https://www.youtube.com/watch?v=-blJHejekls>
- "Don't Text and Drive" PSA, <https://www.youtube.com/watch?v=rCIJW9gnchc>
- "BCSPCA: Animal Cruelty" PSA, <https://www.youtube.com/watch?v=9gspElv1yvc>
- "Internet Safety" PSA, <https://www.youtube.com/watch?v=sClcj5UI2iY>
- "Pay College Athletes" PSA, <https://www.youtube.com/watch?v=ML2gL96bGC4>
- "Walt Disney World Resort: Disney in Florida" commercial, <https://www.youtube.com/watch?v=CPYUo0awFOc>
- "Caesars Palace: Routinely Spectacular" commercial, <https://www.youtube.com/watch?v=IWn8cyUMDbg>
- "Colin Cowherd: Ohio State would 'run through' the SEC" editorial, <https://www.youtube.com/watch?v=sWNHky6YfGc>
- "Stephen A.: Kobe should retire right now" editorial, <https://www.youtube.com/watch?v=azMxn95UGks>

Vocabulary:

Active-listening behaviors: actions that let the speaker know the audience is listening (e.g., non-verbal body language cues such as facial expressions, gestures, eye contact; verbal cues such as questioning and summarizing main points)

Alliteration: repetition of sounds in stressed syllables or words in sequence [see sound device]

Allusion: reference, within a literary work, to another work of fiction, film, a piece of art, or even a real event; a kind of shorthand, drawing on this outside work to provide greater context or meaning to the situation being written about. (While allusions can be an economical way of communicating with the reader, they risk alienating readers who do not recognize these references.) [see rhetorical devices]

Analogy: expression showing similarities between two things. (Analogies show relationships. For example, "Explain how the relationship between thermometer and temperature is similar to the relationship between odometer and distance." Analogies take the printed form A:B :: C:D and are read "A is to B as C is to D.") [see rhetorical devices]

Analyze: to break something down into parts to examine its nature

Author's Purpose: author's intent or reason for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated by the

passage

Awareness of Audience: writing for a specific purpose with a specific reader or group of readers in mind

Cause and Effect: connection or relationship between a precipitating event or reason and its effects or results

- Cause: makes something occur
- Effect: outcome of the cause

Character Traits: characterization developed by describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

Compare: to tell how things are alike; to examine both points of similarity and difference, but generally with the greater emphasis on similarities

Contrast: to explain how things are different

Culture: customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)

Draw Conclusions: use of facts and inferences to make a judgment or decision

Evaluate: to make a judgment of quality based on evidence

Fact and Opinion:

- Fact: statement that can be proven
- Opinion: statement that reflects a writer's belief, but which cannot be supported by proof

Fiction: imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (As a genre, fiction may include short stories, novella, novels, drama, and narrative poetry.)

Figurative Language: word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness of thought [see literary techniques/devices]

Historic Timeframe: era, or time period, in which the plot is set; the cultural era reflected in the literature

Literary Techniques/Devices: techniques/devices used in writing which are intended to create a special effect or feeling, which include, but are not limited to, the following:

- euphemism
- hyperbole
- figurative language
- flashback
- foreshadowing
- idiom
- imagery
- irony
- jargon
- metaphor
- personification
- propaganda
- satire

- simile
- slang
- symbolism

Main Idea: implicit or explicit message; what a text is “mostly about”

Narrative/Narrative Writing: writing that relates a story or a personal essay (e.g., anecdote, autobiography, memoir) [see types of writing]

Nonfiction: writing that reflects real events and is intended to explain, inform, entertain, persuade, or give directions (e.g., autobiography, biography, memoir, essay, workplace communications)

Perspective/Viewpoint: position from which something is considered or evaluated; standpoint

Persuasive Writing/Argument: writing that seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) [see types of writing]

Point of View: perspective from which a story is told

- first person point of view: the narrator participating in the action
- and referring to himself/herself as “I”
- second person point of view: the “you” in directions, explanations or arguments (not frequently used)
- third person point of view: the narrator generally not a character
- in the story (although this is not always the case), and referring to the characters as “he” or “she” as the events are told
- limited omniscient point of view: the narrator relating the inner thoughts and feelings of just one character
- omniscient point of view: the narrator as all-knowing and relating the inner thoughts and feelings of all the characters

Summarize: to make a brief statement about the essential ideas or major points in a text

Types of Writing: modes, forms, and purposes of writing

- description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell)
- exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic
- narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir)
- persuasive writing/argument seeks to influence readers to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers)

Voice: distinctive tone or style of a particular writer; a reflection of the personality of the writer

Unit 2: Evolution of Sports

Content Area: English Language Arts	Course: Sports Literature	UNIT: Evolution of Sports
--	----------------------------------	----------------------------------

Unit Description: Students will collaborate to develop criteria that makes an athlete worthy of the Hall of Fame and then use that criteria to independently research a specific athlete. After initial research, students will develop a claim and supporting evidence, which they will then defend to a small group of peers who will ask probing questions to ensure higher-order thinking skills in unpredictable situations. During this unit, students will build a strong understanding of the research process, audio-visual presentations, verbal communication skills, and argumentative thinking.	Unit Timeline: 7 weeks
--	----------------------------------

DESIRED Results

Transfer Goal - Students will critically read various genres of sports-related materials for information/enjoyment and effectively communicate claims about the texts.

Understandings – Students will understand that... (Big Ideas)

1. ...the world is surrounded by arguments that try to shape one's thinking; therefore, it is essential to know how to research and find support for an argument from a variety of sources.
2. ...sport values, mirrored from societal values, are fluid among time and culture, and influences one's perception of greatness.
3. ...integrating digital media has the power to strengthen an argument beyond just the written word.
4. ...a presentation is a mode for communicating one's claim, evidence, and reasoning in a meaningful way, and needs to be well-planned.
5. ...collaboration and exchange of ideas spawns new ideas and ways of thinking.
6. ...actively reading with a purpose leads to a deeper understanding of a text.

Essential Questions: Students will keep considering...

How has the evolution of sports and society changed the definition of a great athlete?
What makes someone worthy of being inducted into the Hall of Fame?

Students will know/understand.....	Standard	Students Will Be Able to.....	Standard
<p>The definition of inference and how to think beyond the text. Inferences need to be supported with evidence from the text.</p> <p>The definition of main idea and how to find evidence to support that main idea as well as how each idea builds on another to create the overall message of the author. The definition of summary and how to figure out what is most important in order to delete and paraphrase information.</p> <p>Where to find information regarding specific questions or problems, and how to evaluate the accuracy and adequacy of a source.</p> <p>Writers write to convey their purpose or message and keep an objective tone, and present both sides while writing arguments.</p> <p>Writers have one strong, controlling idea and support that idea with concrete, specific details, facts, quotes, or other information from sources.</p> <p>Writers have an effective beginning, middle and end that the reader can easily follow.</p>	<p>RI1</p> <p>RI2</p> <p>RI7</p> <p>W1</p>	<p><u>Reading Informational Texts</u></p> <p>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>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>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>Writing</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible</p>	<p>RI1</p> <p>RI2</p> <p>RI7</p> <p>W1</p>

<p>Writers use the most up-to-date and accurate information as evidence.</p> <p>Writers pay careful attention to their word choice in order to create a certain tone that effectively gets the idea across to the reader.</p> <p>Writers follow a process when they write. The process should include prewriting, drafting, revising (based on feedback), editing, and publishing. Writers need to be aware of their audience and purpose, and choose appropriate form to suit them.</p> <p>Research and ideas are always changing and writing needs updating based on new ideas. Technology has a variety of ways to produce, publish, and update writing as well as provide ongoing peer feedback and dialogue.</p> <p>Research is something that is done all the time. Where to find accurate and credible information in order to answer a question or solve a problem is essential.</p> <p>Researchers review and evaluate multiple resources to find the most accurate and relevant information. Researchers understand there is a delicate balance between their own ideas and that of the sources.</p>	<p>W4</p> <p>W6</p> <p>W7</p> <p>W8</p>	<p>biases. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Using technology, including the Internet, to produce, publish, and update individual writing products in response to ongoing feedback, including new arguments or information.</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,</p>	<p>W4</p> <p>W6</p> <p>W7</p> <p>W8</p>
--	---	--	---

<p>Discussions require collaboration, preparation, research, and questioning to clarify others' perspectives as well as providing a clear response.</p> <p>Information should be from multiple types of sources, and researchers need to evaluate each source for credibility, accuracy and adequacy of evidence before using that information to solve a problem or make a decision.</p>	<p>SL1</p> <p>SL2</p>	<p>avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Speaking and Listening</p> <p>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> <ul style="list-style-type: none">a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.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.d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SL1</p> <p>SL2</p>
---	-----------------------	---	-----------------------

<p>Speakers and writers create text with a certain purpose or, at times, bias, and readers need to evaluate all components of the text before trusting the text.</p> <p>Presenters are clear in conveying their message and purpose. They present in a logical order and present all sides, while keeping an appropriate voice depending on the audience and task.</p> <p>Presenters use a variety of digital media for presentations to hold the listener’s interest. Presenters will need to be exposed to a variety of digital media so they can practice.</p> <p>Writers edit their work, consulting references, after revising to ensure that it is free from errors. Writers sometimes break usage conventions to fit style and overall purpose.</p>	SL3	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	SL3
	SL4	<p>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>	SL4
	SL5	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.</p> <p><u>Language</u></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>-Resolve issues of complex or contested usage, consulting references as needed.</p>	SL5
	L1	<p><u>ISTE-S</u></p> <p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	L1
	ISTE 1c	<p>c. Use models and simulations to explore complex</p>	ISTE 1c

		<p>systems and issues.</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	
	ISTE 2a	<p>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p>	ISTE 2a
	ISTE 2b	<p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>	ISTE 2b
		<p>Students apply digital tools to gather, evaluate, and use information.</p>	
	ISTE 3b	<p>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>	ISTE 3b
	ISTE 3c	<p>c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>	ISTE 3c
		<p>Students understand human, cultural, and societal issues related to technology, and practice legal and ethical behavior.</p>	
	ISTE 5b	<p>b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p>	ISTE 5b

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
<p>1, 2, 3, 4, 5, 6</p>	<p>RI 1 RI 7 W1 SL1a SL1c SL1d SL 3</p>	<p>Description of Assessment Performance Task: Students will select and research a Hall of Fame worthy athlete by reading biographies, articles, viewing Hall of Fame speeches, transcripts, etc. in order to make the claim that this athlete should be recognized as an “All Sports Hall of Fame” member. Students will demonstrate their mastery of the research process in addition to the video product. Students will draft and produce a video presenting their findings and supporting evidence on that prompt based on class-created criteria . Then, groups of 5-6 will view each others’ speeches while individually synthesizing the presenter’s claims and taking notes to probe, verify, and challenge the speaker’s reasoning, evidence, and rhetoric. Each presenter will then field questions from group members to defend his/her claim and supporting evidence. The teacher should make every effort to organize an authentic audience for each panel. Authentic audience members could include, but are not limited to: local sports journalist, high school alumni athlete, high school coach, athletic director, administrator with a background in sports, local professional athlete.</p> <p>Teacher will assess: The students’ understanding of The Research Process by showing mastery of the following steps: Define Task, Locate and Document Sources, Organize and Synthesize Information, Evaluate Process and Product.</p> <p>The students will show mastery of written and verbal organization and development, support and details, language and word choice, standard usage (conventions), as well as speaking and listening skills.</p> <p>Performance: Mastery: Students will show mastery by scoring “meets” or “exceeds” on the Research Process Scoring Guide.</p> <p>Students will show mastery by scoring “meets” or “exceeds” on the argumentative Scoring Guide & Final Exam Rubric</p>	<p>D</p> <p><u>21st Century</u></p> <p>Creativity, Critical Thinking</p>

Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2, 5	SL1, SL4 W4	<p>1. Activity: Brainstorm & Ranking Hall of Fame Criteria Students will participate in a variety of brainstorming activities during the unit introduction to contemplate what our society values in its iconic sports figures.</p> <ul style="list-style-type: none"> ● Within the context of our country’s culture, what is the purpose of a hall of fame (sports or otherwise)? [Individual brainstorm] ● Again, within the context of our country’s value system, what kinds of people belong in these various halls of recognition? [Individual brainstorm] ● These worthy recipients...what sort of professional or personal or promotional traits do they possess? What kind of accomplishments do they boast? What “deal breakers” might be on one’s resume’ that would disqualify a candidate? [Jot Thoughts, Round Robin, Mix-Pair-Share] ● Using the previous activities for direction, build a list of criteria for induction into the All-American Sports Hall of Fame. [small groups of 5-6] <ul style="list-style-type: none"> ■ Come up with at least ten criteria. ■ Prioritize the criteria into three levels: Required, Enhancing, or Beneficial. ● Using small group criteria, finalize and rank class-approved criteria for nomination for induction into the All-American Sports Hall of Fame. [class] <ul style="list-style-type: none"> ■ Teams share and promote their small-group criteria. ■ Class ranks collective criteria. ■ Create a class-sponsored criteria checklist for all nominations. ● Collectively compose an All-American Sports Hall of Fame by-law to establish criterion for the nomination and selection process. <p>Objective: We will understand what our current American culture values in sports and in its sport icons.</p>	<p>Advance Organizer/ Frontloading</p> <p>Cooperative Learning</p>	<p><u>R/R Quadrant</u></p> <p>B</p> <p><u>21st Century</u></p> <p>Collaboration Critical Thinking Communication</p>

1, 2	W1, W7, W8, RI7	<p>2. Activity: Brainstorm Hall of Fame Candidates/Criteria Rubric Students will select one athlete for nomination into the All-American Sports Hall of Fame.</p> <ul style="list-style-type: none"> • With consideration to the established class-criteria rubric, students will identify five athletes who (without research) appear to meet selection criteria. [Individual brainstorm] • Perform preliminary (“Upon further review”) research and complete the criteria rubric for all five individual nomination candidates. • Using the criteria rubric results as rationale, select one candidate to nominate and endorse (via research) for selection into the All-American Sports Hall of Fame. <p>Objective: We will be able to use logical reasoning (criteria rubric) as rationale for claim development in an argument/persuasive situation.</p>	<p>Advanced Organizer/ Frontloading</p> <p>Generating and Testing Hypotheses</p>	<p><u>R/R Quadrant</u></p> <p>B</p> <p><u>21st Century</u></p> <p>Critical Thinking</p>
1, 6	ISTE 3b ISTE 5b RI7 W8	<p>3. Activity: Source Evaluation, Location, Citation</p> <ul style="list-style-type: none"> • Led and created in conjunction with a media specialist, students will navigate through a webquest in which they identify/evaluate credible sources. This can be structured as an individual activity or group assignment. <ul style="list-style-type: none"> ○ Webquest Example 1 ○ Webquest Example 2 • After reviewing the sources, students will be taken through the second phase of the webquest as they review proper MLA citation and plagiarism guidelines. <ul style="list-style-type: none"> ○ Webquest Example 1 • Next, students will take a select number of websites they have reviewed {and deemed to be credible} for their HOF candidate and use web tools to properly cite these sources using a web-based tool such as EasyBib, Citefast, BibMe <p>Objective: We will understand criteria that would be found in credible sources and be able to properly cite sources.</p>	<p>Cues/Questions</p> <p>Generating and Testing Hypothesis</p>	<p><u>R/R Quadrant</u></p> <p>C</p> <p><u>21st Century</u></p> <p>Critical Thinking Collaboration</p>
1, 4	W7,W8,	<p>4. Activity: Criteria-Based Research Mini Lessons</p> <ul style="list-style-type: none"> • Mini-Lesson: Maintaining a working bibliography using EasyBib (led by media specialist) 	<p>Summarizing and Note Taking</p>	<p><u>R/R Quadrant</u></p> <p>A, B</p>

	W1, W4 RI1, RI2, RI7, ISTE3b, ISTE3c	<ul style="list-style-type: none"> • <i>Mini-Lesson: Summarizing, Paraphrasing, and Quoting to reinforce citation of evidence and the practice of drawing inferences.</i> • <i>Mini-Lesson: Creating a Preliminary Presentation Outline</i> <ul style="list-style-type: none"> ■ <i>Video: Awesome Presentation Outline</i> ■ <i>Handout: Outline Sample</i> • <i>Create a Preliminary Presentation Outline</i> <p>Objective: We will be able to create a working bibliography and transfer without plagiarizing pertinent research to a preliminary presentation outline.</p>	Advanced Organizers	<u>21st Century</u> Critical Thinking
5, 6	SL4 SL1c RI7 W8	<p>5. Activity: Research Conference Check-Points (2)</p> <ul style="list-style-type: none"> • The teacher will conference with the student in relation to the progress/questions in the following areas: <ul style="list-style-type: none"> ○ Rationale of claim in selection of HOF Athlete ○ Development and support of claim through the use of proper research ○ Verify that research meets established criteria in relation to number of sources, reliability of sources and proper source citation ○ Address areas of strength as well as areas to continue to build support of claim • Sample Teacher/Student Checkpoint Form <p>Objective: We will understand the research process and be able to implement the process to get an excellent finished product.</p>	Feedback Cues/Questions	<u>R/R Quadrant</u> C <u>21st Century</u> Critical Thinking Communication
1, 2, 3, 4, 5	ISTE 2b W6 W8 SL 5	<p>6. Activity: Video Creation {Intro to Candidate, Claim, Evidence and Warrants}</p> <ul style="list-style-type: none"> • Students will watch/read an 'Intro to iMovie' tutorial. <ul style="list-style-type: none"> ○ Playlist of Possible Video Tutorials ○ Example of a Hard Copy Tutorial ○ The teacher can assign handout to pair with this to reinforce the content shared. • After watching the tutorial, students will create a short video, The video will be used as the lead-in to the student's persuasive presentation. The video will introduce the HOF candidate, the claim, and the evidence to support this argument. <ul style="list-style-type: none"> ○ Video is minimum 1-minute/maximum 2-minute run time. ○ Student must include the following: 	Summarizing/ Notetaking Non-Linguistic Representation	<u>R/R Quadrant</u> C <u>21st Century</u> Critical Thinking Communication

		<ul style="list-style-type: none"> ■ Text over (name of nomination, relevant statistical data, honors, et al) ■ Voiceover Track (narration highlighting the athlete’s career, instrumental music background, etc). ■ Multiple video clips used with multiple still images. <ul style="list-style-type: none"> ● After completion, students will upload video to Schoology. ● Students will visit Schoology and make comments on five videos using the following criteria: <ul style="list-style-type: none"> ○ Did the student clearly state his or her claim? ○ Did the student provide - in a short platform - multiple examples of evidence to support this argument? ○ What would you need to see/hear in order to be convinced of his or her claim? <p>Objective: By using digital media,we will be able to construct a short introductory video that briefly discusses an argument and provides support of this claim with clear and concise evidence and reasoning.</p>		
1, 2, 4 ,5	SL1, SL2, SL3, SL4, L1, ISTE2a, ISTE1c	<p>7. Activity: Simulated Panel Discussion</p> <ul style="list-style-type: none"> ● Presentation Technique Evaluation <ul style="list-style-type: none"> ■ Utilizing presentation standards provided in previous lessons, students will view two Hall of Fame presentations and then use TodaysMeet or Padlet to note and comment on the techniques demonstrated by the speakers on the videos. ■ Al Davis presents John Madden for NFL Hall of Fame ■ Brett Cullen presents Meat Loaf into Texas Film HOF ● Panel Questioning Technique <ul style="list-style-type: none"> ■ Utilizing question-creation techniques studied in previous lessons, students will view two discussions and, as a class, Crowd Source a list of critical thinking questions. The Crowd Source supplies a template. The teacher will need to make a copy of this template for each class. ■ FOX Sports 1 Panel: Should steroid users be admitted into the baseball hall of fame? ■ Colin Cowherd says steroid users should be in the Hall. ● Simulated Panel Presentation/Questions 	Cooperative Learning Cues/Questions Round Table	<u>R/R Quadrant</u> B, C, D <u>21st Century</u> Critical Thinking Communication Collaboration Creativity

		<ul style="list-style-type: none"> Using a quick-topic provided by the instructor, students will give a two-minute presentation and then field questions from a small group audience (4-5). Audience members will compose two critical thinking questions, one of which will be asked of the presenter during a two-minute Q/A at the conclusion of the presentation. <p>Objective: We will be able to defend and question a claim by asking and answering critical thinking questions.</p>	Summarizing and Notetaking	
--	--	--	----------------------------	--

Unit 2: Resources

UNIT RESOURCES	
<p>Resources:</p> <ul style="list-style-type: none"> http://edtech2.boisestate.edu/gretelpatch/502/webquest/teacher.html http://zunal.com/webquest.php?w=218486 http://zunal.com/process.php?w=262096 http://www.easybib.com/ http://www.citefast.com/ http://www.bibme.org/ https://owl.english.purdue.edu/owl/resource/930/02/ https://www.youtube.com/watch?v=2zZq65I7_MA http://usfsm.edu/wp-content/uploads/2013/09/basic-presentation-outline.pdf https://www.youtube.com/playlist?list=PLm_asifmvKA9dldcCZW9ACdKoXT436etf https://docs.google.com/document/d/1ut0HbTwQw5UvGDqRE0cKHrDKBk5AQkZ0k89Xj9YNo5g/edit?usp=sharing https://www.bgsu.edu/content/dam/BGSU/libraries/documents/stac/iMovie10-Tutorial-2014.pdf http://www.nfl.com/videos/nfl-network-total-access/09000d5d822eef1a/Al-Davis-John-Madden-Hall-of-Fame-speech https://www.youtube.com/watch?v=yS5u61yj3uM https://docs.google.com/document/d/1G_4u3SBcBTr0EPvPRVrC6s9RJ25NYvOHxbhUY8CZC18/edit?usp=sharing https://www.youtube.com/watch?v=uC0E0-OOreg http://www.breitbart.com/video/2016/01/07/cowherd-steroid-users-should-be-allowed-in-hall-of-fame/ 	
<p>Vocabulary:</p> <p>Active-listening behaviors: actions that let the speaker know the audience is listening (e.g., non-verbal body language cues such as facial expressions, gestures, eye contact; verbal cues such as questioning and summarizing main points)</p>	

Analyze: to break something down into parts to examine its nature

Author's Purpose: author's intent or reason for writing: to explain/inform, to entertain, to persuade or author's intent as demonstrated by the passage

Awareness of Audience: writing for a specific purpose with a specific reader or group of readers in mind

Cause and Effect: connection or relationship between a precipitating event or reason and its effects or results

- Cause: makes something occur
- Effect: outcome of the cause

Culture: customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population (As part of the setting, place may involve not only the geographical place, but also the social, economic, or cultural environment.)

Draw Conclusions: use of facts and inferences to make a judgment or decision

Evaluate: to make a judgment of quality based on evidence

Fact and Opinion:

- Fact: statement that can be proven
- Opinion: statement that reflects a writer's belief, but which cannot be supported by proof

Historic Timeframe: era, or time period, in which the plot is set; the cultural era reflected in the literature

Main Idea: implicit or explicit message; what a text is "mostly about"

Narrative/Narrative Writing: writing that relates a story or a personal essay (e.g., anecdote, autobiography, memoir) [see types of writing]

Nonfiction: writing that reflects real events and is intended to explain, inform, entertain, persuade, or give directions (e.g., autobiography, biography, memoir, essay, workplace communications)

Perspective/Viewpoint: position from which something is considered or evaluated; standpoint

Persuasive Writing/Argument: writing that seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers) [see types of writing]

Summarize: to make a brief statement about the essential ideas or major points in a text

Types of Writing: modes, forms, and purposes of writing

- description/descriptive writing portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell)
- exposition/expository writing presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic
- narrative/narrative writing relates a story or a personal essay (e.g., anecdote, autobiography, memoir)
- persuasive writing/argument seeks to influence readers to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers)

Voice: distinctive tone or style of a particular writer; a reflection of the personality of the writer