



The Wide World of Sports Literature

Course Information

Grade(s):	10-12
Discipline/Course:	English/Semester Elective
Course Title:	The Wide World of Sports Literature
Prerequisite(s):	English 9 College Prep or English 9 Honors
Course Description: <i>Program of Studies</i>	The Wide World of Sports Literature is a course focused on understanding different societies, cultures, and individuals and their motivations through the lens of sports. Students will collaborate on inquiry projects, discuss controversies in sports, explore the impact sports has on society, read widely from the vast body of both fiction and nonfiction that is focused on sports, and write thoughtful essays that capture their new understandings as a result of studying a sport in-depth. Because most sports fans begin their foray into sports literature through the sports page, students in this class will also start with an exploration of how the media – local and national newspapers, sports programs through major channels including ESPN, social media, and documentaries like 30 for 30 – portrays athletes, their lives and sporting challenges, and changes made to society overall that were inspired by sports. This critical exploration will include an exploration of connected identity markers, including race and gender. Students will also read and view either excerpts or full works of literature and/or films that will further clarify the role of sports both in America and the world at large. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
Course Essential Questions:	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner?

	<ul style="list-style-type: none"> • Why do sports matter? • What do sports teach us about the role of gender in American society? • How do reactions to and interest in sports differ around the world? How are they the same?
Course Enduring Understandings:	<ul style="list-style-type: none"> • Success has many meanings in the world of sports, and the most important definitions are usually not about who won the game. • Faulty logic and fallacies can derail an argument and work to dissuade readers. • Being a sportswriter has a greater sense of societal responsibility and corresponding respect than it ever has before. • Sports are a powerful way of leveling the playing field and bringing people together as teams. • The way sports have been played and continue to change in response to gender has had a major impact on gender roles in American society. • People the world over love and are motivated by sports and athletes
Duration: Credit:	1 semester .5 credit
Course Materials/Resources:	<ul style="list-style-type: none"> • <i>The Year's Best Sports Writing 2023</i> anthology • Current articles from newspapers about sports topics and figures • Excerpts from various fiction and nonfiction books about sports and sports figures (example <i>Moneyball: The Art of Winning an Unfair Game</i> by Michael Lewis) • Sports websites: <i>ESPN, Sports Illustrated, Cricbuzz</i>, etc. • Sports shows: <i>Around the Horn, Pardon the Interruption, Welcome to Wrexham</i>, etc. • Sports films and events • <i>30 for 30</i> sports documentary series • <i>The Fight</i> by Norman Mailer <p>Each year, teachers of this course will identify one common text to be read by all students.</p>
FPS Course Academic Expectation(s):	Synthesizing and Evaluating Conveying Ideas

**Year at a Glance
(Units)**

- The Portfolio
- Unit 1: Scoop It! Sports Journalism and Rhetorical Analysis
- Unit 2: Why Sports Matter: Exploring Societal and Cultural Implications of Sports

Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Semester
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing:

W.11-12.2.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.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

W.11-12.5 Develop and 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE STANDARDS:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L. 11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

	<p>L.11-12.2.b Spell correctly.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking
Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.● Use a colon to introduce a list or quotation.● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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Unit Number and Title:	Unit 1: Scoop It! Sports Journalism and Rhetorical Analysis
Duration:	One quarter
Resource(s):	<p>The following are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>The Year’s Best Sports Writing 2023</i> anthology ● Current articles from newspapers about sports topics and figures ● Sports websites: ESPN, Sports Illustrated, Cricbuzz, etc. ● Sports shows: Around the Horn, Pardon the Interruption, Welcome to Wrexham, etc. ● Sporting events
Unit Overview:	<p>This unit will begin with an introduction to sports journalism and how this genre has become a fundamental way to critically analyze the impact of sports on society. Students will consider all aspects of writing daily about sports for a wide audience, including how to maintain objectivity and use credible evidence to support assertions. They will learn the difference between sports features, news articles, and editorials.</p> <p>Students will sharpen their reading skills as they seek out the best credible evidence to support textual analysis of various sports pieces in the journalism genre. They will engage in the inquiry process, conduct interviews, and write their own informative or argumentative pieces about a sporting event, controversy, or figure of their choice. They will also engage in the “Article of the Week” experience.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly</p>

	<p>as well as inferences drawn from the text</p> <p>RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p>RI 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>Writing</p> <p>W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>Speaking and Listening</p> <p>SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How do you determine success in the athletic world? ● In what ways can faulty logic and fallacies weaken an argument? ● How has the title of “Sportswriter” changed throughout time?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Success has many meanings in the world of sports, and the most important definitions are usually not about who won the game. ● Faulty logic and fallacies can derail an argument and work to dissuade readers. ● Being a sportswriter has a greater sense of societal responsibility and corresponding respect than it ever has before.

Learning Goal(s):	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Characteristics of recaps and sports documentaries ● Author’s angle, purpose, and craft choices ● Ethos, pathos, logos ● Rhetorical devices ● Audience 	<ul style="list-style-type: none"> ● Analyze sports media (recaps, documentaries) to better understand the relationship between author’s angle, purpose, and craft choices ● Analyze a game and independently set an angle for a recap, selecting the most effective evidence and multimedia to support that angle ● Understand Aristotelian appeals of ethos, pathos, and logos and their presence in sports documentaries ● Identify rhetorical devices, and their purpose and effect on audience
Writing	<ul style="list-style-type: none"> ● Characteristics and structure of a game recap ● Inverted pyramid ● Literary devices ● Structure of rhetorical analysis ● Rhetorical strategies that help prove purpose or claim 	<ul style="list-style-type: none"> ● Write game recap with audience and structure in mind, effectively applying the inverted pyramid as well as purposefully and seamlessly including literary devices ● Write a rhetorical analysis that evaluates an author’s purpose and claim and how rhetorical strategies help to clarify or prove the purpose or claim ● Use evidence to support written blog responses to peer-generated discussion questions on current events in the sports world

Speaking and Listening	<ul style="list-style-type: none"> ● Speaker’s claim, purpose, and rhetorical choices ● Ads, longform features, argument ● Characteristics of civil discourse 	<ul style="list-style-type: none"> ● Identify a speaker’s claim, purpose, and rhetorical choices in sports advertisements, longform features, and argument ● Engage in civil discourse about controversial sports issues and topics
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Unit Number and Title:	Unit 2: Why Sports Matter: Exploring Societal and Cultural Implications of Sports
Duration:	One quarter
Resource(s):	<p>The following are best aligned with this unit:</p> <ul style="list-style-type: none"> ● <i>The Year’s Best Sports Writing</i> anthology ● Excerpts from various fiction and nonfiction books about sports and sports figures (examples <i>Moneyball: The Art of Winning an Unfair Game</i> by Michael Lewis, <i>The Fight</i> by Norman Mailer) ● Sports websites: ESPN, Sports Illustrated, Cricbuzz, etc. ● Sports shows: <i>Around the Horn</i>, <i>Pardon the Interruption</i>, <i>Welcome to Wrexham</i>, etc. ● Sports films and events ● <i>30 for 30</i> sports documentary series
Unit Overview:	<p>This unit will focus on exploring a wide variety of historical and current issues in sports through informational texts (film and written texts), films, documentaries, and novels, paying attention to societal and cultural implications in sport around the world.</p> <p>Students will sharpen their reading skills as they seek out the best credible evidence to support textual analysis of various sports pieces in the journalism genre. They will engage in the inquiry process, conduct interviews, and write their own informative or argumentative pieces about a sporting event, controversy, or figure of their choice. They will also engage in the “Article of the Week” experience.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>

Standard(s):	<p>Reading</p> <p>RI 9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)</p> <p>RI 9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose</p> <p>RI 9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account</p> <p>Writing</p> <p>W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>Speaking and Listening</p> <p>SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● Why do sports matter? ● What do sports teach us about the role of gender in American society? ● How do reactions to and interest in sports differ around the world? How are they the same? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Sports are a powerful way of leveling the playing field and bringing people together as teams. ● The way sports have been played and continue to change in response to gender has had a major impact on gender roles in American society. ● People the world over love and are motivated by sports and athletes. 	
Learning Goal(s):	Content:	Skills:

	Students will know...	Students will be able to...
Reading	<ul style="list-style-type: none"> ● Characteristics of various genres ● Claims and support ● Author purpose ● Point of view 	<ul style="list-style-type: none"> ● Synthesize evidence from informational texts of varying genres (articles, essays, documentaries) to draw and support a claim ● Analyze purpose and point of view in various texts
Writing	<ul style="list-style-type: none"> ● Structure and expectations of blog responses ● Research processes ● Sports article structures ● Characteristics of informative texts ● Characteristics and expectations of argument texts 	<ul style="list-style-type: none"> ● Use evidence to support written blog responses to peer-generated discussion questions on current events in the sports world ● Write research-based articles about sports around the world ● Write arguments
Speaking and Listening	<ul style="list-style-type: none"> ● Sensitive and respectful discussion of other cultures and norms ● Hallmarks of civil discourse ● Presentation skills ● Discussion expectations ● Choice of topics and issues 	<ul style="list-style-type: none"> ● Understand and articulate the reach that sports have in larger arenas such as politics, social barriers, cultural norms, and societal expectations ● Engage in civil discourse ● Work collaboratively with peers in order to present information, generate discussion questions, and foster discussion between classmates based on a self-selected current issue in sport