



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE Sports Journalism

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Sports Journalism

Department: English

Board Approval	Supervisor	Notes
August 2021	Ian Schwartz	Born Date
August 2024	Ian Schwartz	Updated to include New State Mandates

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DEPARTMENT English

COURSE Sports Journalism

Pacing Guide			
Week	Unit	Week	Unit
1	What is it About Sports?	11	Going at it Alone - The Individual Sports
2	What is it About Sports?	12	Going at it Alone - The Individual Sports
3	What is it About Sports?	13	Going at it Alone - The Individual Sports
4	What is it About Sports?	14	Going at it Alone - The Individual Sports
5	What is it About Sports?	15	Going at it Alone - The Individual Sports
Week	Unit	Week	Unit
6	Being Part of a Team	16	Becoming a Leader
7	Being Part of a Team	17	Becoming a Leader
8	Being Part of a Team	18	Becoming a Leader
9	Being Part of a Team	19	Becoming a Leader
10	Being Part of a Team	20	Becoming a Leader

Core Instructional & Supplemental Materials including various levels of Texts

- Newsela - For differentiated instruction

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- Sports Illustrated for Teens
- The Hard Hat by Jon Gordon
- YouTube
- Miracle
- The Legend of Bagger Vance - Video
- The Legend of Bagger Vance - Novel
- "Casey at the Bat" by Ernest Thayer

Time Frame	Five Weeks
Topic	
What Is It About Sports?	
Alignment to Standards	
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.7.2 Determine the central idea in an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g. through comparisons, analogies, or categories). RI.PP.7.5 Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence. RI.MF.7.6 Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information. W.WR.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.SE.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.RW.7.7. Write routinely over extended time frames (with time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a	

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single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Learning Objectives and Activities

Learning Objectives:

- Understand the importance of sports in society.
- Explain the connection between sports and their fans.
- Understand the role of sports in forming regions and personalities.

Learning Activities:

- Analyze and discuss the novel The Hard Hat with emphasis on the forward written by ESPN reporter Jeremy Schaap.
- Research (YouTube, Sports Illustrated for Teens, and News1a) for discussion and editorial style writing on the psychology of sports as both players and fans; class discussion on the social dynamics of sports in our culture and society;

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examine the techniques of interviewing and the goals that need to be established.

Assessments

Formative:

- Short “journal writing” assignments.
- Editorial style writing assignments.
- Interviewing process with TOIS sports team members.
- Interviewing process with fellow classmates.
- Interviewing of TOIS staff members.

Summative:

- Write and submit an editorial on the relevance of one team or athlete on our society or immediate family which demonstrates an allegiance that goes beyond the normal “fan” expectation.

Alternative:

- Offer “leveled” material options for writing reviews.
- Assign students as “secondaries” during interview processes.

Interdisciplinary Connections

Analyze and discuss the novel The Hard Hat with emphasis on the forward written by ESPN reporter Jeremy Schaap.

- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.

Career Readiness, Life Literacies, and Key Skills

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Technology Integration

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their

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learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP4 - Communicate clearly and effectively and with reason.

CRP7 - Employ valid and reliable research strategies.

CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	Five Weeks
Topic	
Being Part of a Team	
Alignment to Standards	
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. RI.CI.7.2 Determine the central idea in an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. RI.IT.7.3 Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g. through comparisons, analogies, or categories). RI.PP.7.5 Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence. RI.MF.7.6 Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information. W.WR.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.SE.7.6 Gather relevant information from multiple print and digital sources, using	

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search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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SL.PE.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

Learning Objectives and Activities

Learning Objectives:

- Understand the psychology behind being a strong team member.
- Explain the connection of an individual to a team member
- Understand the ability of sports in forming connections between individuals.

Learning Activities:

- Analyze and discuss the novel The Hard Hat with emphasis on the chapter titled "21 Ways to Build a Great Team."
- Watch the movie Miracle with special attention to how the US Men's Hockey team went from differentiated individuals to a gold medal team.
- Research (YouTube, Sports Illustrated for Teens, and News1a) for discussion and editorial style writing on the psychology of sports as both players and fans; class discussion on the social dynamics of sports in our culture and society; examine the techniques of interviewing and the goals that need to be established.

Assessments

Formative:

- Short "journal writing" assignments.
- Editorial style writing assignments.
- Interviewing process with TOIS sports team members.
- Interviewing process with fellow classmates.
- Interviewing of TOIS staff members.

Summative:

- Conduct research and write a news story on a "Cinderella Story" team which accomplished greatness based on their strength as a team.

Alternative:

- Offer "leveled" material options for writing reviews.
- Assign students as "secondaries" during interview processes.

Interdisciplinary Connections

Watch the movie Miracle with special attention to how the US Men's Hockey team

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went from differentiated individuals to a gold medal team.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

Career Readiness, Life Literacies, and Key Skills

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Technology Integration

Students will select and evaluate the media platform which best suits their project needs.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.

- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP4 - Communicate clearly and effectively and with reason.

CRP7 - Employ valid and reliable research strategies.

CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	Five Weeks
Topic	
Going at it Alone - The Individual Sports	
Alignment to Standards	

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RI.MF.7.6 Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

W.WR.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media

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B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).

E. Recognize spelling conventions.

Learning Objectives and Activities

Learning Objectives:

- Understand the psychology behind the individual sports athlete like wrestling, gymnastics, golf, or boxing.
- Explain the individual sport mentality varies from the team sport mentality.
- Understand the ability of sports in forming connections between individuals.

Learning Activities:

- Discuss the movie and novel The Legend of Bagger Vance and how it displays the individualistic nature and mindset of an individual sport athlete.
- Demonstrate how the psychology of the individual sport athlete varies from sport to sport with examples researched.
- Research (YouTube, Sports Illustrated for Teens, and News1a) for discussion and editorial style writing on the psychology of sports as both players and fans; class discussion on the social dynamics of sports in our culture and society; examine the techniques of interviewing and the goals that need to be

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established.

Assessments

Formative:

- Short "journal writing" assignments.
- Editorial style writing assignments.
- Interviewing process with TOIS sports team members.
- Research and report on professional athletes who participate in sports such as tennis, golf, boxing, etc.

Summative:

- Submit a series of journal writings reviewing the determination of athletes such as Tiger Woods, Serena Williams, and Marvin Hagler who rely on themselves when competing, versus being able to fall back on teammates.

Alternative:

- Offer "leveled" material options for writing reviews.
- Assign students as "secondaries" during interview processes.

Interdisciplinary Connections

Demonstrate how the psychology of the individual sport athlete varies from sport to sport with examples researched.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

Career Readiness, Life Literacies, and Key Skills

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Technology Integration

- Students will access, assess, and cite digital resources to conduct research and investigations which extend their knowledge.

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- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to connect their learning to real world problems and events.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

CRP4 - Communicate clearly and effectively and with reason.

CRP7 - Employ valid and reliable research strategies.

CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	Five Weeks
Topic	
Becoming a Leader	
Alignment to Standards	
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develop deeper understanding of the concept, topic or subject and resolve conflicting information.

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W.SE.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

Learning Objectives and Activities

Learning Objectives:

- Understand the personality type of a team leader.
- Discuss the importance of a leader on a team AND as an individual sport.
- Analyze various professional athletes who are recognized as team leaders and their role in sports.

Learning Activities:

- Re-examine the novel The Hard Hat and use the section “21 Ways to Be a Great Teammate” which discusses not just being a teammate, but also being a team leader.
- Research (YouTube, Sports Illustrated for Teens, and News1a) for discussion and editorial style writing on the psychology of sports as both players and fans; class discussion on the social dynamics of sports in our culture and society; examine the techniques of interviewing and the goals that need to be established.
- Examine a “Personality Checklist” of recognized Team Leaders in professional sports.
- Examine and discuss the traits often common among Team Leaders and how they develop these characteristics.
- Discuss how these traits carry over into traditional life in careers today.

Assessments

Formative:

- Short “journal writing” assignments.
- Editorial style writing assignments.
- Research and report on professional athletes who lead their teams and take on the burden of being the “face” of the team.

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Summative:

- Use the “Personality Checklist” to write about how sports leaders develop their personalities, and what it takes to be the leader of a team or organization.

Alternative:

- Offer “leveled” material options for writing reviews.
- Assign students as “secondaries” during interview processes.

Interdisciplinary Connections

Re-examine the novel The Hard Hat and use the section “21 Ways to Be a Great Teammate” which discusses not just being a teammate, but also being a team leader.

- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

Career Readiness, Life Literacies, and Key Skills

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Technology Integration

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- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on real-world problems.

Career Education

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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

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DEPARTMENT English

COURSE Sports Journalism

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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