



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
August 2026	Ian Schwartz	Revisions

Home of the Spartans!
#spartanlegacy





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

Pacing Guide			
Week	Unit	Week	Unit
1	Foundations of Sports Journalism	11	The Power of Perspective
2	Foundations of Sports Journalism	12	The Power of Perspective
3	Foundations of Sports Journalism	13	The Power of Perspective
4	Foundations of Sports Journalism	14	The Power of Perspective
5	Foundations of Sports Journalism	15	The Power of Perspective
Week	Unit	Week	Unit
6	Spartan Sports and What It Means to Be a Great Teammate	16	Sports Media Production
7	Spartan Sports and What It Means to Be a Great Teammate	17	Sports Media Production
8	Spartan Sports and What It Means to Be a Great Teammate	18	Sports Media Production
9	Spartan Sports and What It Means to Be a Great Teammate	19	Sports Media Production
10	Spartan Sports and What It Means to Be a Great Teammate	20	Sports Media Production

- Ongoing coverage of school athletic events and stories of interest

Home of the Spartans!
#spartanlegacy





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

Home of the Spartans!
#spartanlegacy





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

Core Instructional & Supplemental Materials, including various levels of Texts

- Newsela - For differentiated instruction
- Common Lit
- *The Hard Hat* by Jon Gordon
- Sports News Sites such as [ESPN.com](https://www.espn.com), [NFL.com](https://www.nfl.com), [MLB.com](https://www.mlb.com), [NBA.com](https://www.nba.com), USA Today Sports, Yahoo Sports
- Adapted contemporary articles from *The New York Times*, *The Athletic*
- *Miracle*
- YouTube
- *A Shot in the Dark*
- Digital Platforms such as Canva, Google Sites

Home of the Spartans!
#spartanlegacy





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

Time Frame	Five Weeks
Topic	
Foundations of Sports Journalism	
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 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	

Home of the Spartans!
#spartanlegacy





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

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 journalism, ethics, and reporting in sports reporting
- Determine the important knowledge and information needed to write different types of articles
- Write different style articles (feature, editorial, opinion)
- Develop reporter-style presentations that include multimedia components and respond as a reporter to presentations with valuable questions

Learning Activities:

- Group Collegial Discussion on what journalism is, ethics in journalism, and its importance to sports
- Learn and practice using sports journalism vocabulary in speech and writing
- Practice interviewing techniques by interviewing a classmate and writing an article about them
- Research projects, including gathering and evaluating information from reliable sources on a sport, on contemporary sports news, culminating in a writing piece or presentation
- Develop valuable and relevant reporter questions in response to presentations

Home of the Spartans!
#spartanlegacy





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

- Read and evaluate sports journalism articles

Assessments

Formative:

- Short, quick write assignments.
- Interviewing process with classmates.
- Interviewing of TOIS staff members.
- Group discussion

Summative:

- Write about a current sports event
- Presentations in reporter style on ethics in journalism and sports
- Short quizzes and writing

Alternative:

- Guided templates, graphic organizers, and sentence starters
- Choice of article topic and formats such as podcast, infographic, more visual elements, and video
- Differentiated reading levels for articles
- Extended time
- Demonstrate understanding through teacher conferencing, presentations, podcasts, videos, using visual representations, and collaborative projects.

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

Develop valuable and relevant reporter questions in response to presentations;
Read and evaluate sports journalism articles

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.

Home of the Spartans!
#spartanlegacy





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

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 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

Spartan Sports and What It Means to Be a Great Teammate

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.

Home of the Spartans!

#spartanlegacy





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

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 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.

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.





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

- 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:

- Investigate and report on what makes a great team member.
- Write feature articles and make multimedia reports about strong team members in our school, such as coaches and players
- Analyze how being a great teammate impacts ourselves, our class, and our school.
- Evaluate two to three informative articles to develop an article on a current sports event
- Write different style sports articles, such as feature articles, opinion articles, and game recaps

Learning Activities:

- Analyze and discuss the novel The Hard Hat with emphasis on the chapter titled "21 Ways to Be a Great Teammate"
- Watch the movie Miracle, paying special attention to how the US Men's Hockey team went from a group of individuals to a gold-medal team.
- Write feature articles about our school sports, including athlete of the week and meet the coaches
- Develop school sports segments for *The Ocean View*
- Report on school sports events when available, such as student versus staff
- Create written reports on current sports events

Assessments

Formative:

- Short, quick write assignments.
- Feature, Opinion, and Game Recap Article writing assignments
- Report on the current school sports teams when applicable and available
- Interviewing of TOIS staff members.

Summative:

Home of the Spartans!
#spartanlegacy





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

- Create a video or podcast on one or more ways to be a great teammate, relating this to ourselves, our school sports, and our community.

Alternative:

- Guided templates, graphic organizers, and sentence starters
- Choice of article topic and formats such as podcast, infographic, more visual elements, and video
- Differentiated reading levels for articles
- Extended time
- Demonstrate understanding through teacher conferencing, presentations, podcasts, videos, using visual representations, and collaborative projects.

Interdisciplinary Connections

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

Write feature articles about our school sports, including athlete of the week and meet the coaches;

Develop school sports segments for *The Ocean View*;

Report on school sports events when available, such as student versus staff;

Create written reports on current sports events

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

Home of the Spartans!
#spartanlegacy





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

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	
The Power of Perspective	
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	

Home of the Spartans!
#spartanlegacy





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

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 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.

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.

Home of the Spartans!
#spartanlegacy





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

- 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:

- Synthesize and extend previous learning with activities such as a sports opinion-based debate, classroom syndication, and a video or podcast segment.
- Analyze and evaluate multiple perspectives of current controversial sports news
- Students will research, analyze, and create sports-related content using evidence-based reasoning to inform and engage diverse audiences
- Analyze the purpose of social media posts when related to sports
- Explore how mindfulness and emotional regulation influence athletic performance, coaching decisions, fan reactions, and media coverage
- Create social media content using Canva, taking into consideration the purpose and the audience

Learning Activities:

- Investigate visual communication and branding, and explain why it is important for sports journalism, taking into consideration media coverage and public perception
- Analyze and discuss current or trending social media sports posts
- Create journalism-style social media posts on Canva
- Watch *A Shot in the Dark* to examine how a story develops in journalism and the multiple perspectives, including the coach, the player, the viewer, and people with disabilities.
- Class debate on sports journalism topics
- Create a podcast, video, or newsletter using previously learned knowledge.
- Participate in mindfulness activities to enhance focus, self-awareness, and active listening, and cultivate the ability to consider multiple perspectives in sports journalism.

Assessments

Formative:

- Short, quick write assignments.
- Design your own jersey on paper or using a computer
- Class discussions

Home of the Spartans!
#spartanlegacy





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

- Social media designs with a written paragraph on purpose
- Class debate
- Analysis of trending social media sports posts
- Self-assessment of active listening skills
- Reflection journal entry on mindfulness and perspective

Summative:

- Written analysis of the jersey design and its impact on team identity and public perspective

Alternative:

- Guided templates, graphic organizers, and sentence starters
- Choice of article topic and formats such as podcast, infographic, more visual elements, and video
- Differentiated reading levels for articles
- Extended time
- Demonstrate understanding through teacher conferencing, presentations, podcasts, videos, using visual representations, and collaborative projects.

Benchmark:

- Produce a podcast or video segment, or create a newsletter demonstrating the application and extension of previously learned content and skills
- Social media post for podcast, video, or newsletter

Interdisciplinary Connections

Explore how mindfulness and emotional regulation influence athletic performance, coaching, fan reactions, and media coverage.

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.

Create and evaluate sports media products considering audience, purpose, and journalism goals

1.2.8.Re9a: Evaluate media artworks and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Career Readiness, Life Literacies, and Key Skills

Home of the Spartans!
#spartanlegacy





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

Investigate visual communication and branding, and explain why it is important for sports journalism, taking into consideration media coverage and public perception
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.
 - 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	
Sports Media Production	
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	

Home of the Spartans!
#spartanlegacy





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

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 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.

Home of the Spartans!
#spartanlegacy





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

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.

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:

- To create a podcast or video episode by researching information and synthesizing it to explain to viewers
- Interview one to two people live on the episode, and working on developing the interview
- To create a children's book about being a great teammate, using narrative elements, and reading it to a class
- To continue producing school-based news articles, segments for The Ocean View, and podcasts.
- To make connections with previously learned knowledge and apply it to the culminating project.
- Students may analyze data and statistics to present accurately in their podcast or video.

Learning Activities:

- Research using multiple reliable resources.
- Analyze examples of podcasts, video segments, children's books and sports journalism-related information.
- Develop interview questions and practice interviewing techniques
- Write a podcast script, video script, or children's book draft

Home of the Spartans!
#spartanlegacy





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

- Participate in peer review and provide constructive feedback
- Practice presenting using multimedia components and focusing on presentation techniques
- Reflect on progress and set goals for future improvement
- Produce and publish the final project

Assessments

Formative:

- Quick Writes
- Research preparation pages checkpoints
- Draft script submissions
- Draft children's book submissions
- Peer review forms
- Graphic Organizers
- Practice Podcast
- Reflection and goal setting form
- Developing an interview question
- Practice interviewing techniques

Summative:

- Final culminating project: create and produce a podcast episode, video episode, or children's book.

Alternative:

- Guided templates, graphic organizers, and sentence starters
- Choice of article topic and formats such as podcast, infographic, more visual elements, and video
- Differentiated reading levels for articles
- Extended time
- Demonstrate understanding through teacher conferencing, presentations, podcasts, videos, using visual representations, and collaborative projects.

Interdisciplinary Connections

Analyze data and accurately integrate and communicate findings in culminating project

7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest

Home of the Spartans!
#spartanlegacy





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

Career Readiness, Life Literacies, and Key Skills

Reflect on progress and set goals for future improvement

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.

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 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.

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:

Home of the Spartans!
#spartanlegacy





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

- 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)
- 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

Home of the Spartans!
#spartanlegacy





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

- 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

Home of the Spartans!
#spartanlegacy

