Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey

Course Name: Sports and Literature

Born On: August, 2024
Previous Revision: August, 2024
Current Revision: August, 2026
Board Approval: 8/24/26

COURSE DESCRIPTION: Sports and Literature

Description of course:

NJ Statutes & Administrative Mandates

N.J.A.C. 6A:8-1.1: The New Jersey Student Learning Standards specify expectations in nine content areas. The standards are further delineated by performance expectations that outline what students should know and be able to do at individual grades or benchmark grades two, five, eight, and twelve.

N.J.A.C. 6A:8-3.1: Requires districts to "ensure that curriculum and instruction are delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS specified by the NJSLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented".

N.J.A.C. 6A:8-3.1(a)3: Holds school districts accountable for "assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the NJSLS".
Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c).

"In accordance with P.L.2021, c.416, Local Educational Agencies (LEAs) are required to select and adopt inclusive instructional materials that portray the cultural diversity of Asian Americans and Pacific Islanders for implementation in the 2022-2023 school year."

Amistad Law: N.J.S.A. 18A 35-4.43 Every board of education shall Include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses of the United States, the centuries of accomplishments by African Americans in the building and development

of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion Law: (N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

Assessment Evidence — English Language Arts

- ☐ ***Formative (F) and Summative (S) Assessments Indicated Throughout the Units***

Formative assessments in ELA are the frequent, lower-stakes checks that monitor progress during learning — things like reading quizzes, discussion posts, Canvas journals, Padlet postings, group work, Membean/IXL, and Socratic seminars — while summative assessments measure mastery at the end of instruction through unit exams, projects, synthesis writing, and timed writing.

For QSAC compliance, the district shows a coherent system where both types are standards-aligned, rubric- or criteria-based, and consistently documented, with many tasks (like presentations, book talks, and Reader's Responses) serving double duty as both formative checkpoints and summative evidence of standards mastery.

- ☐ ***Benchmark Assessments by grade level are are given three times per year, 9-12, and are also used as Screener assessments as needed***

☐ ***Alternate Assessment (A)***

An approved oral, visual, written, performance-based, or technology-supported product aligned to the same NJSLS-ELA standards and target skills as the standard assessment. "Alternate" is defined in two complementary ways:

1. As accommodation/modification — for students who require accommodated or modified demonstration of mastery per an IEP, 504 plan, or approved general education accommodation, pre-approved by the case manager/department supervisor and documented accordingly.

2. As instructional choice/novel format — for any student, as a deliberate option for demonstrating content or skill knowledge through a format other than the traditional written response (e.g., a choice board, project-based option, or student-selected mode of presentation). This use of "alternate" is not tied to a disability designation; it reflects differentiated instruction and multiple means of expression, consistent with UDL (Universal Design for Learning) principles.

Approved Alternate Formats (by mode)

Mode	Example Product	Standards Alignment	Typical Use Case
Oral	Recorded response, oral retelling, Socratic seminar, one-on-one conference assessment	RL/RI.9-12.1–9; SL.9-12.1, 4, 6	Accommodation or choice
Visual	Graphic organizer synthesis, storyboard, annotated infographic, visual argument map	RL/RI.9-12.2, 3, 5; W.9-12.2	Choice/UDL option
Written (modified or novel)	Shortened response with scaffolds (accommodation); OR creative written form such as found poem, letter-in-voice, or blackout poetry response (choice)	W.9-12.1, 2, 3; L.9-12.1, 2	Both
Performance-based	Dramatic scene interpretation, mock trial, debate, podcast/monologue	RL.9-12.3; SL.9-12.1, 3, 4	Choice/UDL option
Technology-supported	Text-to-speech supported response (accommodation); OR student-created video essay, digital slide deck, screencast explanation (choice)	W.9-12.6; 9.4.12.TL (CLKS crosswalk)	Both

Month	Unit
ONGOING UNITS THROUGHOUT YEAR	This Week in Sports: Each week, we will look at a specific contemporary and pressing issue in the sports world. We will use a variety of sources and topics dealing with the diversity of culture. Standardized Test Prep and Vocabulary: Students will study SAT style vocabulary to improve language skills and practice for standardized tests, including SAT, ACT, and PARCC Exams.
September	Unit I - College Essay: Helping Seniors work on their college essays while also introducing the idea of a personal essay to the Juniors.
October	The Sabermetric Revolution in Sports - This unit explores the intersection of sports, mathematics, and literature through the lens of the Sabermetric movement in predominantly baseball but other sports as well.
November	The Superstar, Larger than Life: We will study how a superstar athlete both positively and negatively shapes the sport, the community and society as a whole.
December	The Story Behind the Athlete: Using noted sports journalists, we will study the positive and inspirational stories behind a diverse group of athletes ranging from professional athletes to challenged athletes to everyday high school students.

January	The Story Behind the Athlete: Using noted sports journalists, we will study the positive and inspirational stories behind a diverse group of athletes ranging from professional athletes to challenged athletes to everyday high school students.
February	Living on the Edge: We will study the role of extreme sports within society, specifically analyzing the dangers and current interest in these unique sports.
March	Betting the House On It: We will study the role of gambling and fantasy leagues within society, specifically analyzing the financial implications of these non-traditional betting events.
April	Beyond the Game: We will study moments in sports that transcended the game, ultimately impacting society.
May/June	Beyond the Game: We will study moments in sports that transcended the game, ultimately impacting society.

READING UNITS

Unit I - College Essay: Helping Seniors work on their college essays

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 1 Week **Content Statement:**	**Key learning items/concepts:** 1. Students will understand the	**Proficiencies:** 1. Students will compose a rough draft, participate in teacher-student	RL.IT.11–12.3. RI.IT.11–12.3. RL.TS.11–12.4 W.NW.11–12.3. W.WP.11–12.4.	1. Students will be evaluated on their class participation in college essay analysis and through	Selection of Primary Sources (Suggestions)

Students will analyze personal statement questions and responses and also write their own original works for college essays and personal use. **Essential Question:** 1. What strategies are implemented to create an effective college essay? 2. How can one use an effective and unique voice when writing a college essay?	format for an effective college essay. 2. Students will understand the importance and use voice within a personal essay. 3. Students will understand the significance of the opening of their personal essays. 4. Students will understand the revision process and its impact on their final draft.	conferences, and improve their essays through self and/or peer editing. **Skills:** 2. Students will gather college essay prompts from either their respective colleges' applications or from the Common Application. 3. Students will analyze models and effective strategies	W.RW.11–12.7. L.SS.11–12.1. L.KL.11–12.2. L.VI.11–12.4.	class discussions and online class posting. **(F)** 2. Turn in a personal writing sample whether it be used for college applications or other future-use **(S)** 3. Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	● Previous examples of successful college essays

Interdisciplinary Connections	VPA1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.

	VPA1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
Career Readiness, Life Literacies, and Key Skills	9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. • 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating

	• Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable		• Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms

Unit II - This Week in Sports: Each week, we will look at a specific contemporary and pressing issue in the sports world. We will use a variety of sources and topics dealing with the diversity of culture.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: This unit will be conducted weekly throughout the duration of the course	**Key learning items/concepts:** 1. Students will know the structure and	**Proficiencies:** 1. Students will analyze how the stories develop through the course of the week, specifically	RL.CR.11–12.1 RI.CR.11–12.1	1. Students will be evaluated on their open-ended responses and their participation with	Selection of primary sources *Suggestion(s):*

Content Statement: We will study the cultural diversity of the sports world in weekly short nonfiction readings to respond to both in writing and in discussion. **Essential Question:** 1. How does the media's representation of a story or topic change during the course of one week? 2. How does an individual stay abreast on current topics within the media? 3. What do the current sports topics/stories reveal about society and the sports world?	purpose of Google Reader, Google Docs, Wikispaces, and turnitin.com. 2. Students will understand how to research current sports events and stories. 3. Students will understand the impact of the media on the sports world. 4. Students will understand the dynamics and progression of a specific story over time. 5. Students will understand how to analyze and make a personal connection to a current sports topic/story. 6. Students will know how to implement this analysis and connection into class discussion.	examining how the media shapes the information and progression of the story. 2. On Fridays, students will respond to open-ended writing prompts on their online classroom to create a semester-long commentary on current sports stories. 3. Following timed responses, the class will discuss the topics/stories **Skills:** 4. Students will register for Google Reader, Google Docs, Schoology, Wikispaces and/or Turnitin.com and be able to navigate them appropriately 5. Students will use online classroom	RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4 RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 RI.CT.11–12.8 SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4. SL.UM.11–12.5.	the class discussions. **(F/S)** 2. Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	● Various nonfiction articles and sources

			SL.AS.11–12.6.		

Interdisciplinary Connections	6.2.12.HistoryUP.2.a Analyze multiple perspectives regarding the causes and consequences of global conflicts and historical events. 6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.2.12.HistoryUP.2.d Use evidence from historical sources to construct claims and support conclusions.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes	• Provide opportunities for project based learning • Provide opportunities for independent	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters

	• Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	studies • Flexible Grouping • Jigsaw activities	• Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms

Unit III – Standardized Test Prep and Vocabulary: Students will study SAT style vocabulary to improve language skills and practice for standardized tests, including SAT, ACT, and PARCC Exams.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials

Time: This unit will be conducted weekly throughout the duration of the course **Content Statement:** Vocabulary to improve language and test skills. **Essential Question:** 1. How does increasing vocabulary impact close reading skills? Writing skills? 2. What strategies are needed for effective testing taking skills?	**Key learning items/concepts:** 1. Students will practice using new vocabulary in a variety of settings. 2. Students will incorporate various test taking strategies for the SAT, ACT, and PARCC exams.	**Proficiencies:** 1. Recognize and use new vocabulary words appropriately in tests and in everyday settings. 2. Apply knowledge of language and test taking strategies 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. **Skills:** 1. Proper use of context clues. 2. Recognition of root words. 3. Effectively use standardized test taking strategies.	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4 RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 RI.CT.11–12.8	1. Weekly vocabulary assessments including traditional quizzes and various creative assignments **(F/S)** 2. Practice standardized tests for SAT, ACT, and PARCC **(F)** 3. Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	Selection of primary sources *Suggestion(s):* ● SAT, ACT, and PARCC practice tests ● Class readings ● Independent readings ● Various vocabulary online sources

Interdisciplinary Connections	6.2.12.HistoryUP.2.c

	Evaluate the credibility and use of primary and secondary sources.
Career Readiness, Life Literacies, and Key Skills	N/A

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share,	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in

	Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable			both written and oral forms

Unit IV - The Superstar, Larger than Life: We will study how a superstar athlete both positively and negatively shapes the sport, the community and society as a whole.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 8 weeks **Content Statement:** We will study the public scrutiny of athletes' lives that are held to higher standards through the lens of the media and public opinion. Additionally, we will examine how athletes are able to rebuild their images and whether or not it impacts their lasting legacy.	**Key learning items/concepts:** 1. Students will understand the positive and negative roles current athletes have on their teams and society. 2. Students will understand how current athletes deal with diminishing physical abilities.	**Proficiencies:** 1. Through daily lessons that include the use of non-fiction articles, film clips, documentaries, Congressional hearings, sports columns, class discussions, personal reflections, blog posts, schoology discussions, and interviews, students will analyze current athletes' lives. Specifically, the class will examine the positive and negative roles an athlete has on his/her	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4 RI.TS.11–12.4	1. Students will compile an on-going personal blog on *It's Not About the Bike* that will evaluate their understanding of the text. **(F/S)** 2. Students will also be evaluated on their participation in discussion forums and personal blogs focusing on current athletes and their impact on the sports world. **(F/S)**	Selection of primary sources *Suggestion(s):* ● *It's Not About the Bike* by Lance Armstrong ● *The Natural* by Bernard Malamud ● "Casey at the Bat" by Ernest Lawrence Thayer ● "Fast Break" by Edward Hirsch ● "To an Athlete Dying Young" by A.E. Housman

Essential Question: 1. How does the superstar contribute positively or negatively to the team? 2. What is the impact of the pressure placed upon a superstar? 3. Are athletes positive role models? Are they heroes? Should they be viewed as heroes? 4. Should athletes' private lives become public? 5. How does the public scrutiny affect athletes' lives? 6. Should athletes be held to a higher moral standard? 7. Why does the public have a personal reaction to superstars' indiscretions? 8. How does an athlete rebuild his/her public image after these indiscretions? 9. How do athletes' selfish decisions impact their legacies and the game itself?	3. Students will understand how steroid use has negatively impacted the sports world. 4. Students will understand the connections between the events and conflicts discussed in connection with current athletes' lives. 5. Students will understand Roy Hobbs' progression from superstar baseball player to controversial individual within *The Natural*. 6. Students will understand how the 1992 Dream Team influenced the globalization of basketball, elevation of the NBA's status, development of youth and grassroots programs, and economic impact.	team, the issues an athlete faces at the end of his/her career, and the impact of steroid use on sports. 2. Through class discussions, group activities, personal reflections, blog posts, and schoology discussions students will analyze Lance Armstrong's struggle with cancer, as well as the development of Livestrong and his support for the cancer community. 3. Through class discussions, group activities, personal reflections, blog posts, and schoology discussions students will analyze Roy Hobbs' downfall from superstar to ultimate failure, as well as how Hobbs' character development mirrors many current professional athletes. **Skills:** 4. Ability to write a research based persuasive argumentative essay. 5. Ability to write a literary analysis essay.	RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 RI.CT.11–12.8 W.AW.11–12.1. W.IW.11–12.2. W.NW.11–12.3. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7 SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4.	3. The culminating project for the *It's Not About the Bike* will entail a persuasive essay, in which students will make a choice on Lance Armstrong's legacy: celebrated cancer survivor or tarnished steroid user? **(S)** 4. The culminating project for *The Natural* will entail a literary analysis essay focusing on Malamud's writing style and character development. **(S)** 5. Students will complete an analytical analysis of the various poems and short stories for the unit. **(F/S)** 6. Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A),	● "Olympian Odes" by Pindar ● Excerpts from *The Jordan Rules* ● Excerpts from *Game of Shadows* ● Ken Burns *10th Inning* PBS series ● Various *ESPN 30 for 30* series ● Various sports journalists articles and other nonfiction articles ● *Air* film ● *Dream Team* documentary ● *The Right Call: What Sports Teach Us About Work and Life*

10. How do athletes' decisions to use steroids impact their legacies and the game itself? 11. What happens when an athlete is no longer a superstar?	7. Students will understand the personal struggles Lance Armstrong faced when battling cancer through reading his autobiography, *It's Not About the Bike: My Journey Back to Life*. 8. Students will understand the positive results, both personally and professionally, of how sports can benefit a person and society through reading *The Right Call: What Sports Teach Us About Work and Life*	6. Through class discussions, group activities, personal reflections, blog posts, schoology discussions, and formal writing, students will analyze various sports writers and journalists writing style, use of conflict, and overall themes in various articles.	SL.UM.11–12.5. SL.AS.11–12.6.	discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	

Interdisciplinary Connections	6.2.12.HistoryUP.2.a Analyze multiple perspectives regarding the causes and consequences of global conflicts and historical events. 6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources.

	6.2.12.HistoryUP.2.d Use evidence from historical sources to construct claims and support conclusions.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and

	(Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable	when applicable		distinctly and delivered in both written and oral forms

Unit V – The Sabermetric Revolution in Sports - This unit explores the intersection of sports, mathematics, and literature through the lens of the Sabermetric movement in predominantly baseball but other sports as well.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 4 weeks **Content Statement:** Students will engage with various texts, analyze data, and develop critical thinking skills by examining how Sabermetrics has revolutionized the understanding and appreciation of baseball and other sports. The	Key learning items/concepts: ● Definition and History: 1. Understanding Sabermetrics as the empirical analysis of baseball statistics. 2. Key historical figures such as Bill James and the formation	Proficiencies: Ability to read and comprehend complex texts related to Sabermetrics, such as "Moneyball" by Michael Lewis and articles from Baseball Prospectus. Identifying key arguments, supporting evidence, and the significance of the texts. ● Analytical Skills:	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4	1. Formative Assessments: ● Short quizzes on key texts such as "Moneyball" by Michael Lewis and selected articles from Baseball Prospectus. Questions focusing on understanding key concepts, historical context, and the	Selection of primary sources *Suggestion(s):* ● *Moneyball: The Art of Winning an Unfair Game by Michael Lewis: A detailed look at how the Oakland Athletics used Sabermetrics to build a competitive team on a budget.* ● *Selected Articles from Baseball Prospectus and*

unit will culminate in a research project where students present their findings on a specific aspect of Sabermetrics. **Essential Question:** 1. What is Sabermetrics, and how did it originate? 2. How has Sabermetrics changed the way baseball is played and understood? 3. What are the key principles and methodologies of Sabermetrics? 4. How can statistical analysis influence decision-making in sports?	of the Society for American Baseball Research (SABR). Evolution and Impact: 3. How Sabermetrics has changed baseball strategies, player evaluation, and the overall understanding of the game. 3. Critical Reading and Analysis: ● Analytical Skills: How to critically read and analyze texts that discuss statistical analysis and its implications on baseball. Identifying main arguments, supporting evidence, and the significance of the texts.	Analyzing the effectiveness of Sabermetric strategies discussed in the texts. Making connections between different readings and synthesizing information. Research Skills: ● Identifying credible and relevant sources for research projects. Evaluating the quality and reliability of statistical data and academic articles. ● Information Synthesis: Integrating information from multiple sources to support a cohesive argument or analysis. Correctly citing sources using MLA or APA format. Data Analysis and Interpretation: ● Statistical Proficiency: Calculating and interpreting key Sabermetric statistics, such as OBP, SLG, WAR, FIP, and wOBA.	RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 W.AW.11–12.1. W.IW.11–12.2. W.NW.11–12.3. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7 SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4.	significance of Sabermetrics. ● Class Discussions: Regular discussions on assigned readings and current events related to Sabermetrics. Participation grades based on the quality of contributions, demonstrating comprehension and critical thinking. Data Analysis Exercises: Worksheets and in-class activities where students practice calculating and interpreting baseball statistics (e.g., OBP, WAR, FIP). Use real or simulated data sets to analyze player performance and team strategies. 2. Summative Assessments: ● Research Paper:	*Fangraphs: Current articles and analyses that illustrate Sabermetric principles in action.* ● *"The Sabermetric Revolution: Assessing the Growth of Analytics in Baseball" by Benjamin Baumer and Andrew Zimbalist: A comprehensive overview of the impact of Sabermetrics.* ● ● Various nonfiction articles ● Various Independent Reading texts

	4. Research Skills: ● Finding and Evaluating Sources: How to locate relevant articles, books, and data sources. Evaluating the credibility and relevance of sources. ● Synthesizing Information: Combining information from various sources to form a coherent argument or analysis. Proper citation of sources using MLA or APA format. 6. Writing Skills: ● Informative and Analytical Writing: Writing clear, well-organized essays and research papers that explain Sabermetric	Using tools like Excel or Google Sheets to manage and analyze data. ● Application of Concepts: Applying Sabermetric principles to evaluate player performance, team strategy, and game outcomes. Skills: ● Informative and Analytical Writing: Writing clear, well-organized essays and research papers that explain Sabermetric concepts and their impact on baseball. Using evidence to support arguments and effectively communicating complex ideas. ● Reflective Writing: Keeping a journal to reflect on learning experiences, challenges, and personal growth throughout the unit. Demonstrating depth of reflection and critical thinking in journal entries.	SL.UM.11–12.5. SL.AS.11–12.6.	A comprehensive research paper on a specific aspect of Sabermetrics (e.g., the impact of Sabermetrics on team strategy, a detailed analysis of a particular statistic, or a case study of a team's use of Sabermetrics). Grading criteria include the depth of research, clarity of argument, organization, and proper citation of sources. ● Presentation: A 10-15 minute presentation of the research findings to the class. Assess students on their ability to clearly communicate their research, use visual aids effectively, and engage with the audience through Q&A. Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks	

	concepts and their impact on baseball. Using evidence to support arguments and effectively communicating complex ideas. ● Reflective Writing: Keeping a journal to reflect on learning experiences, challenges, and personal growth throughout the unit. 7. Presentation Skills: ● Oral Presentations: Developing and delivering presentations on research findings, Sabermetric concepts, or specific analyses. Using visual aids and engaging the audience effectively.	Critical Thinking and Problem Solving: ● Case Studies and Simulations: Analyzing real-world baseball scenarios using Sabermetric data. Making strategic decisions based on statistical analysis and justifying those decisions with evidence. ● Decision-Making: Demonstrating the ability to apply critical thinking to solve problems and make informed decisions based on data.		(F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	

Interdisciplinary Connections	HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating

	and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable	independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable		● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

Unit VI – The Story Behind the Athlete: Using noted sports journalists, we will study the positive and inspirational stories behind a diverse group of athletes ranging from professional athletes to challenged athletes to everyday high school students.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 7 weeks **Content Statement:** We will study the positive stories behind a range of	**Key learning items/concepts:** 1. Students will know the structure and	**Proficiencies:** 1. Students will examine various athletes' struggles and obstacles through the use of speeches, non-fiction articles, film	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2	1.In groups, students will create a PSA for a sports-related charity organization using iMovie and present their project to the class. **(S)**	Selection of primary sources *Suggestion(s):*

athletes, focusing on the emotional impact sports has on our lives. **Essential Question:** 1. How do life experiences impact sports performance and success? 2. How does the story behind the athlete shape the image of sports? 3. What motivates sports journalists to write about the story "behind the story"? 4. How does an athlete's accomplishments, both personally and professionally, affect his /her legacy? 5. What is the emotional impact of sports on individuals in society? 6. Is there equal opportunity for challenged athletes within sports?	process within iMovie. 2. Students will know the strategies for effective speech writing and public speaking. 3. Students will know effective interviewing skills. 4. Students will understand the struggles many athletes face both on and off the field, as well as the impact these athletes' struggle have on sports and society. 5. Students will understand the development and contributions of athletes' charities. 6. Students will understand the motivation and process behind sports journalism. 7. Students will understand the opportunities for challenged athletes within the sports community.	clips, documentaries, sports columns, class discussions, personal reflections, blog posts, and schoology discussions. 2. In a group activity, students will investigate various sports-related charitable organizations. Students will use iMovie to create a public service announcement (PSA) focusing on a specific charity. 3. Students will discuss the criteria of the ESPN Arthur Ashe Award (an award highlighting everyday courage in sports). Students will nominate a current or past athlete deserving the Arthur Ashe Award. Students will present their nomination to the class in a formal speech. **Skills:** 4. Students will analyze the motivation, style, and process used by various sports journalists, specifically focusing on Rick Reilly's weekly columns. 5. Students will work in Literary Circles to analyze an Independent Reading.	RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4 RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 RI.CT.11–12.8 W.AW.11–12.1. W.IW.11–12.2. W.NW.11–12.3. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6.	2.Students will mirror the voice and style of Rick Reilly by creating a "sports column." **(S)** 3.Students will create a formal speech to present their nomination for the Arthur Ashe Award to the class. **(S)** 4.Students will act as a sports journalist, "covering" a team/athlete/coach from school and write an article that includes a personal interview for the "class sports" section. **(F/S)** 5. Within a Literary Circle, students will create formal presentations based on various Independent Readings. **(F/S)** 6. Students will complete an analytical analysis of the various poems and short stories for the unit. **(F/S)** Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation	● Various articles from sports journalists, including Rick Reilly ● "The Jogger on Riverside Drive, 5:00am" by Agha Shahid Ali ● "The Eighty Yard Run" by Irwin Shaw ● *Rocky* film series ● Nonfiction articles and videos on Pat Tillman ● *Blindside* ● *The Rookie* ● *Murderball* ● Various nonfiction articles ● Various Independent Reading texts

			W.RW.11–12.7 SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4. SL.UM.11–12.5. SL.AS.11–12.6.	(F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	

Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. 6.2.12.HistoryUP.2.d Use evidence from historical sources to construct claims and support conclusions. 6.2.12.CivicsHR.5.a Evaluate the impact of human rights movements across different societies

Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction	● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable	● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities	Using images and other visual aids to support understanding of concepts ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable			

Unit VII – Living on the Edge: We will study the role of extreme sports within society, specifically analyzing the dangers and current interest in these unique sports.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 3 weeks **Content Statement:** We will study the current interest in extreme sports, focusing on the dangers and rise in popularity for these unique sports. **Essential Question:** 1. What is the attraction to these	**Key learning items/concepts:** 1. Students will understand the various examples of extreme sports. 2. Students will understand the technical and emotional aspects of extreme mountain climbing within Jon Krakauer's *Into Thin Air*.	**Proficiencies:** 1. Students will examine the experiences and struggles of mountain climbing. Students will complete this analysis through the use of non-fiction articles, film clips, documentaries, sports columns, class discussions, personal reflections, blog posts, and schoology discussions. 2. Students will examine the various examples of extreme sports and its impact on not	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3	1. Students will compile an on-going analysis of *Into Thin Air* that will evaluate their understanding of the text. **(F)** 2. Students will participate in graded class and online discussions. **(F/S)** 3. Students will participate in a graded debate on the validity of the extreme sports and how they are viewed	Selection of primary sources *Suggestion(s):* ● *Into Thin Air* by Jon Krakauer ● "The Capital of the World" by Ernest Hemingway ● Nonfiction articles on various extreme sports

current extreme sports? 2. What dangers are associated with these extreme sports? 3. How does society view extreme sports and are they classified as true sports? 4. Are extreme sport athletes indeed viewed as athletes by society? 5. How have extreme sports changed the landscape of the sports world?	3. Students will understand the rise in popularity of extreme sports within society. 4. Students will understand the detrimental effects and dangers associated with many extreme sports.	only the sports world, but also society. Students will complete this analysis through the use of non-fiction articles, film clips, documentaries, sports columns, class discussions, personal reflections, blog posts, and schoology discussions. **Skills:** 1. Through class discussions, group activities, personal reflections, blog posts, and schoology discussions students will analyze the dangers and experiences associated with extreme sports.	RL.TS.11–12.4 RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4. SL.UM.11–12.5. SL.AS.11–12.6.	within society, incorporating specific textual evidence from the unit. **(F/S)** 4. Students will complete an analytical analysis of the various poems and short stories for the unit. **(F/S)** Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	

Interdisciplinary Connections	6.2.12.EconGE.5.a Analyze how globalization affects societies and cultures. 6.2.12.GeoGI.5.a Analyze how geography influences historical development. 6.2.12.CivicsPI.6.a Evaluate civic participation and democratic processes in different nations. 6.1.12.HistorySE.14.b Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating

	and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable	independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable		● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

Unit VIII – Betting the House On It: We will study the role of gambling and fantasy leagues within society, specifically analyzing the financial implications of these non-traditional betting events.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 4 weeks **Content Statement:** We will examine the financial impact of	**Key learning items/concepts:** 1. Students will understand the various examples	**Proficiencies:** 1. Students will examine the strategies, experiences, and influences of gambling on individuals and sports within Ben Mezrich's *Bringing Down*	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2	1. Students will compile an on-going analysis of *Bringing Down the House* that will evaluate their understanding of the text. **(F)**	Selection of primary sources *Suggestion(s):*

gambling and fantasy leagues on the sports world. **Essential Question:** 1. What impacts do fantasy leagues and gambling have on sports and society? 2. What are the attractions to fantasy leagues, gambling, and sports gambling? 3. What individual and societal dangers are associated with gambling? 4. Are fantasy leagues merely in fact a sophisticated form of gambling? 5. Is gambling a form of sports or merely an elaborate hobby? 6. How has gambling specifically influenced boxing and horse racing? 7. How has gambling changed the landscape of the sports world?	and types of gambling within our society. 2. Students will understand the technical and emotional aspects of gambling within Ben Mezrich's *Bringing Down the House*. 3. Students will understand the rise in popularity of gambling, specifically the increase of fantasy leagues within our culture. 4. Students will understand the trends, developments, and influences of fantasy leagues. 5. Students will understand the detrimental effects and dangers associated with gambling. 6. Students will understand the impact gambling has on boxing and horse racing.	*the House* as well as the film *21*. Students will complete this analysis through the use of text analysis, non-fiction articles, film clips, documentaries, sports columns, class discussions, personal reflections, blog posts, and schoology discussions. 2. Students will examine the increase of fantasy leagues within various sports and their impact on not only the sports world, but also society. Students will complete this analysis through the use of non-fiction articles, film clips, documentaries, sports columns, class discussions, personal reflections, blog posts, and schoology discussions. 3. Students will examine the impact of gambling on boxing and horse racing. Students will complete this analysis through the use of non-fiction articles, film clips, documentaries, sports columns, class discussions, personal reflections, blog posts, and schoology discussions. **Skills:**	RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4 RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 W.AW.11–12.1. W.IW.11–12.2. W.NW.11–12.3. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7.	2. Students will participate in graded class and online discussions. **(F/S)** 3. Students will complete an analytical essay exploring the impact of gambling on boxing and horse racing. **(S)** 4. Students will complete a formal argumentative essay examining the role of fantasy leagues within the sports world. **(S)** 5. Students will complete an analytical analysis of the various poems and short stories for the unit. **(F/S)** Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed	● *Bringing Down the House* by Ben Mezrich ● *21* film ● "Sporting Life" by Jack Spicer ● "A Piece of Steak" by Jack London ● *Seabiscuit* ● *Secretariat* ● Nonfiction articles on various gambling, sports gambling, fantasy leagues, boxing, and horse racing.

		1. Through class discussions, group activities, personal reflections, blog posts, and schoology discussions students will analyze the overall impact of gambling on society, as well as the rise of fantasy leagues within the sports world.	SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4. SL.UM.11–12.5. SL.AS.11–12.6.	writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	

Interdisciplinary Connections	6.2.12.EconGE.5.a Analyze how globalization affects societies and cultures. 6.2.12.HistoryUP.2.a Analyze multiple perspectives regarding the causes and consequences of global conflicts and historical events. 6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	● Teacher modeling of skills/techniques to be mastered ● Extended time to complete assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction	● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable	● Provide opportunities for project based learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities	Using images and other visual aids to support understanding of concepts ● Kinesthetic learning experiences (manipulatives, movement, etc.) ● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

	• Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable			

Unit IX – Beyond the Game: We will study moments in sports that transcended the game, ultimately impacting society.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 10 weeks **Content Statement:** Through the analysis of several subcategories, the class will examine the social, historical, political, and economical impact of various moments in sports. **Essential Question:** 1. How have sports given individuals the opportunities to	**Key learning items/concepts:** 1. Students will know the skills necessary for effective film analysis. 2. Students will understand how pressures are placed on athletes, whether they be professional or small town. 3. Students will understand how and why teams define	**Proficiencies:** 1. Students will examine various athletes and moments in sports history that transcended time and boundaries. Students will complete this analysis through the use of non-fiction articles, film clips, documentaries, sports columns, class discussions, personal reflections, blog posts, and schoology discussions. **Skills:**	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4	1. Students will organize detailed notes and develop insightful analysis of the various subcategories within the unit. **(F/S)** 2. Graded in class and online discussions. **(F)** 3. Graded debate on various topics within the unit. **(F/S)**	Selection of primary sources *Suggestion(s):* • *Friday Night Lights* by H. G. Bissinger • ***In These Girls, Hope is a Muscle* by Madeleine Blais** • "Slam, Dunk, and Hook" by Yusef Komunyakaa • "Autumn Begins in Martins Ferry, Ohio" by James Wright • *Glory Road*

cross racial, sexual orientation, and gender boundaries? Why are sports at the forefront of these opportunities? 2. How have sports helped shape society's views of gender equality? 3. How has Title IX helped shape the overall opportunities for female students and athletes. 4. How are sports reflective of historical time periods? 5. How do sports define towns or communities? 6. What is the negative impact of towns being defined by their sports? 7. What pressures do athletes face when put in "beyond the game" situations?	communities and regions. 4. Students will understand how Title IX impacted high school and collegiate sports, which helped develop professional opportunities. 5. Students will understand how historical and political events impact the sports landscape. 6. Students will understand how sports give athletes the opportunities to cross racial boundaries, ultimately creating history.	1. Through class discussions, group activities, personal reflections, blog posts, and schoology discussions students will analyze the town of Odessa, Texas and its relationship with the football team in Bissinger's *Friday Night Light*. 2. Through class discussions, group activities, personal reflections, blog posts, and schoology discussions students will analyze the impact of Title IX on education, sports, and society, while analyzing *In These Girls, Hope is a Muscle*. 3. While analyzing various films, students will create personal reactions to the films using their blogs. Ultimately, this collection of blogs will act as a pre-write for their formal film analysis. 4. Students will create a formal personal essay focusing on their selections for the most significant sports moment in history. Students' essays will mirror the "This I Believe" series from NPR. 5. Students will work in Literary Circles to analyze an Independent Reading.	RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 W.AW.11–12.1. W.IW.11–12.2. W.NW.11–12.3. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4.	4. Culminating project for the unit will entail a formal personal essay in which students will make the connections between their own lives and the significant sports moments. **(S)** 5. Within a Literary Circle, students will create formal presentations based on various Independent Readings. **(F/S)** 6. Students will complete an analytical analysis of the various poems and short stories for the unit. **(F/S)** Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation	• *Do You Believe in Miracles?* • Ken Burns' *10th Inning* PBS series • ESPN Headlines on 9/11 • **ESPNW's Title IX series** • *We are Marshall* • *Dare to Dream* • ***42*** • *Invictus* • Various nonfiction articles focusing on multiple Olympic moments, **the history and impact of Title IX, gay rights within sports,** and **overcoming the racial barrier.** • Various Independent Reading texts

			SL.UM.11–12.5. SL.AS.11–12.6.	(F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	

Interdisciplinary Connections	6.1.12.HistorySE.14.b Use a variety of sources from diverse perspectives to analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals. 6.1.12.HistoryCA.14.c Determine the influence of multicultural beliefs, products—including art, food, music, and literature—and practices in shaping contemporary American culture.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	● Teacher modeling of skills/techniques to be mastered ● Extended time to complete	● Provide opportunities for repetition and practice ● Teacher modeling of skills/techniques to be	● Provide opportunities for project based	Using images and other visual aids to support understanding of concepts ● Kinesthetic learning experiences (manipulatives, movement, etc.)

	assignments ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work time ● Assist students with long and short term planning of assignments ● Posts and reviews clear criteria for proficient work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable	mastered ● Extended me to complete assignments ● Provide copy of class notes ● Preferential seating to be determined by the student and teacher ● Provide oral reminders and monitor student work during independent work ● Small group instruction ● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable	learning ● Provide opportunities for independent studies ● Flexible Grouping ● Jigsaw activities	● Teacher made adaptations, outlines, study guides ● Use of varied leveled texts to present content ● Sentence frames and starters ● Extended time to complete assignments ● Use of concrete examples ● Provide immediate feedback ● Preferential seating ● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

Unit X – The Outdoor Games: We will study the role of fishing, hunting, and other outdoor sports within society.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 2 weeks **Content Statement:** We will examine the growth in popularity of fishing, hunting, and other outdoor games, specifically the impact of these games on not only sports, but society as well. **Essential Question:** 1. What impacts do various outdoor games have on sports and society? 2. What are the attractions to these outdoor games? 3. How are fishing, hunting, and other outdoor games viewed by society?	**Key learning items/concepts:** 1. Students will understand the various examples and types of outdoor games. 2. Students will understand the technical aspects within the various outdoor games. 4. Students will understand the rise in popularity of fishing, hunting, and other outdoor sports. 5. Students will understand the trends, developments, and influences of fishing and hunting. 6. Students will understand the impact outdoor sports have had on society.	**Proficiencies:** 1. Students will examine the experiences, literary devices, and character development within Norman Maclean's *A River Runs Through It.* Students will complete this analysis through the use of text analysis, class discussions, personal reflections, blog posts, and schoology discussions. 2. Students will examine the increase of outdoor sports within society. Students will complete this analysis through the use of non-fiction articles, film clips, documentaries, sports columns, class discussions, personal reflections, blog posts, and schoology discussions. **Skills:** 1. Through class discussions, group activities, personal reflections, blog posts, and schoology discussions students will analyze the overall impact of outdoor sports on society.	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4 RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 RI.CT.11–12.8	1. Students will compile an on-going analysis of *A River Runs Through It* that will evaluate their understanding of the text. **(F/S)** 2. Students will participate in graded class and online discussions. **(F/S)** 3. Students will complete an analytical analysis of the various poems and short stories for the unit. **(F/S)** Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed	Selection of primary sources *Suggestion(s):* ● *A River Runs Through It* by Norman Maclean ● "The Fish" by Elizabeth Bishop ● "The Pike" by Theodore Roethke ● "Whoso List to Hunt, I Know Where is a Hind" by Sir Thomas Wyatt ● "The Madness of John Harned" by Jack London ● Nonfiction articles on various outdoor games and sports

			W.AW.11–12.1. W.IW.11–12.2. W.NW.11–12.3. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4. SL.UM.11–12.5. SL.AS.11–12.6.	writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	

Interdisciplinary Connections	6.2.12.EconGE.5.a Analyze how globalization affects societies and cultures. 6.2.12.GeoGI.5.a Analyze how geography influences historical development. 6.2.12.CivicsPI.6.a

	Evaluate civic participation and democratic processes in different nations.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share,	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in

	Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable			both written and oral forms

Unit XI – Obsessives, Fanatics, or Just Fans?: We will study the role of fans within the sports world, specifically analyzing the financial, social, and emotional impact of fandom.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: 2 weeks **Content Statement:** We will study the differences between being a fan and an "obsessive." Additionally, we will examine the financial	**Key learning items/concepts:** 1. Students will understand the definition and experience of an "obsessive" through	**Proficiencies:** 1. Students will examine the role of fans and economics in the world of sports. Students will complete this analysis through the use of non-fiction articles,	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2	1. Students will compile an on-going personal blog on *Fever Pitch* that will evaluate their understanding of the text. **(F/S)** 2. Students will research and	Selection of primary sources *Suggestion(s):* ● *Fever Pitch* by Nick Hornby and film ● *"*A Boy Juggling a Soccer Ball" by Christopher Merrill

implications fandom and corrupt booster clubs. **Essential Question:** 1. Are sports about the fans anymore? 2. What is the difference between a fan and an obsessive? 3. How does the media feed the fans' obsession? 4. How has sports changed due to the financial spectrum behind the games? 5. How have college sports become financial empires?	Nick Hornby's *Fever Pitch*. 2. Students will understand the role of fans and their impact on the sports world. 3. Students will understand media's influence on the fans' obsessions surrounding sports. 4. Students will understand the detrimental effects of illegal fan participation through corrupt booster clubs. 5. Students will understand how sports have become financial empires and how that ultimately changes the game and affects the fans.	film clips, documentaries, sports columns, class discussions, personal reflections, blog posts, and schoology discussions. **Skills:** 1. Through class discussions, group activities, personal reflections, blog posts, and schoology discussions students will analyze the life of an "obsessive" in Nick Hornby's *Fever Pitch*.	RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4 RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 W.AW.11–12.1. W.IW.11–12.2. W.NW.11–12.3. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1.	present an analytical report on the legal and illegal prominent examples of college booster clubs. **(S)** 3. Students will complete an analytical analysis of the various poems and short stories for the unit. **(F/S)** Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	● Nonfiction articles on college booster clubs

			SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4. SL.UM.11–12.5. SL.AS.11–12.6.		

Interdisciplinary Connections	HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. 6.2.12.HistoryUP.2.a Analyze multiple perspectives regarding the causes and consequences of global conflicts and historical events.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered	• Provide opportunities for project based learning • Provide	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides

	• Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable	• Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	opportunities for independent studies • Flexible Grouping • Jigsaw activities	• Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in both written and oral forms

Unit XIII – Final Exam Research Project – Students will create a formal research paper and documentary style iMovie.

Content/Topic	Key learning items/ Concepts	Observable Proficiencies and Skills	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Time: On going throughout the second semester **Content Statement:** Students will create an original ESPN "Outside the Lines" episode and research paper in an expose style format which will focus on a relevant sports topic. **Essential Question:** 1. How does one person/issue/event within sports impact society as a whole? 2. How has this one person/issue/event changed the future of sports?	**Key learning items/concepts:** 1. Students will know the structure and process of making an iMovie. 2. Students will know the effective strategies for the research process. 3. Students will know effective interviewing skills. 1. Students will know proper MLA format for page structure, parenthetical citations, and a formal works cited page. 2. Students will understand the impact of their chosen person/issue/ event on the sports world and society. 3. Students will know how to organize their research in a coherent, organized, and formal research paper.	**Proficiencies:** 1. Students will create a formal research paper and documentary style iMovie. They will research, analyze, and discuss a current or past sports issue/figure/event that significantly impacted, either negatively or positively, not only the sports world, but also society. The topic must be teacher approved and cannot be repeated within the class. Possible topics include historical and current sports leaders, significant sports moments, sports gambling, steroids, fantasy sports, Title IX, college conference reconfiguration, BCS bowl series, college football playoffs, lack of African American owners and coaches, lack of women's professional sports, etc. 2. Throughout the research process, there will be multiple formal and informal checkpoints.	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 RL.TS.11–12.4 RI.TS.11–12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11–12.8 W.AW.11–12.1. W.IW.11–12.2.	1. Students will create a formal research paper and documentary style iMovie. The iMovie will be based on the ESPN series, "Outline the Lines." **(S)** Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F), IXL (F)	Selection of primary sources *Suggestion(s):* ● Various nonfiction articles ● Video clips pertinent to student selected topics

		*Please note, that this final exam process will be introduced during the 3rd marking period, allowing ample time for students to discover and research their topics. 3. Students will write a research based essay incorporating proper MLA citations. **Skills:** 1. Students will practice proper MLA citations and understand what is a credible source. 5. Students will create a technology infused iMovie along with practicing proper presentation skills.	W.NW.11–12.3. W.WP.11–12.4. W.WR.11–12.5. W.SE.11–12.6. W.RW.11–12.7 SL.PE.11–12.1. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4. SL.UM.11–12.5. SL.AS.11–12.6.		

Interdisciplinary Connections	HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of

	constraints.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics with peers (Think-Pair-Share,	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping • Provide student exemplars to communicate expectations • Sentence frames/starters • Provide immediate feedback when applicable	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual aids • Simplifying language for presentation by using speech that is appropriate to students' language proficiency level • Directions stated clearly and distinctly and delivered in

	Turn-and-Talk, etc.) • Small group instruction • Space for movement and breaks • Flexible seating arrangement • Maintain a consistent routine/schedule • Provide immediate feedback when applicable			both written and oral forms

WRITING UNITS

Writing Unit 1: Argumentative Writing (Literary Analysis)

Unit Description/Overview

In this unit, students are introduced to lenses and literary theory as they read short stories and poetry. Students begin the unit by visualizing the texts that they read. Then, students consider the elements of story and how the structure of narratives impact the reader's understanding of their meanings. After that, students read poetry and look at how the structure and style of poems shape their interpretations. Throughout this unit, students read sample close readings and sample student responses and essays. At the end of the unit, students will compose a literary analysis essay using the lenses and/or literary theory to argue about a text's (or multiple texts') meaning.

Approximate time frame: 4-6 weeks

Essential Questions	● How do we perform literary analysis? ● How can we explicate texts? ● How do we use lenses to derive meaning from a text? ● How can we understand poetry?
Student Learning Objectives	● Explicate texts ● View texts through different lenses to determine the texts' meanings ● Craft arguable theses ● Discover patterns and themes within a text ● Find evidence to support their interpretations of the text
Standards	W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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 avoiding common logical fallacies and using sound reasoning 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 transitions (e.g., words, phrases, clauses) 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

	W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.11–12.5. 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.
Formative and Summative Assessments	<u>Formative:</u> ● "Draw Me a Picture" activity *The Pocket Instructor — Literature: 101 exercises for the college classroom* p.287 ● "Questions for Responsive Reading and Writing" *The Bedford Introduction to Literature 8th Ed* p.48-50 ○ Sample student response and drafts of essays on p.50-66 ● Read teacher selection of chapters 4-8, 10, & 13 in *Beginning Theory: An Introduction to Literary and Cultural Theory* ○ Each chapter introduces terminology and explicitly explains how to use each specific theory ● *The Bedford Introduction to Literature 8th Ed.* p.376-387 ○ Read "A&P" by John Updike (p.753-57) and "Summer" by David Updike (p.376-380) ○ Answer "Considerations for Critical Thinking and Writing" p.380 ○ Read and examine: ■ "Questions for Writing: Developing a Topic into a Revised Thesis" p.381 ■ "A Sample Brainstorming List" & "A Sample First Thesis" p.382 ■ "A Sample Revised Thesis" p.383-384 ■ "A Sample Student Response" p.385-387 ● *The Bedford Introduction to Literature 8th Ed.* p.774-780 ○ Read "Oh, Oh" by William Hathaway & "A Sample Close Reading" p.774-776 ○ Read "Catch" by Robert Francis & "A Sample Student Analysis: Tossing Metaphors Together in 'Catch'" p.776-780 ● *The Bedford Introduction to Literature 8th Ed.* p.804-806 ○ Read poetic songs by Bruce Springsteen, "You're Missing" and Kayne West "My Way Home" and answer "Considerations for Critical Thinking and Writing"

	● Read & explicate "Sonnet: Lift no the painted veil which those who live" by Percy Bysshe Shelley *The Norton Field Guide to Writing with Readings and Handbook* p.206-7 ● Read "Metaphor and Society in Shelly's 'Sonnet'" by Stephanie Huff *The Norton Field Guide to Writing with Readings and Handbook* p.207 and compare it to their explication <u>Summative:</u> Literary Analysis Essay ● 4-6 pages (1000-1500 words) ● MLA formatting ● Argues about the meaning of a text or multiple texts using one or more lenses/theories
Required/ Suggested Resources	Required Resources: ● *The Norton Field Guide to Writing with Readings and Handbook* p.206-215 ● *The Bedford Introduction to Literature (8th Ed.)* ● *Beginning Theory: An Introduction to Literary and Cultural Theory (3rd Edition)* by Peter Barry Suggested Resources: ● *The Pocket Instructor — Literature: 101 exercises for the college classroom* ed. by Diana Fuss & William A. Gleason ● Model Close Reading and Essay about Fiction ○ "A Rose for Emily" by William Faulkner ○ William Faulkner "On 'A Rose for Emily'" p.102 of *The Bedford Introduction to Literature (8th Ed.)* ○ "An Annotated Section of 'A Rose for Emily" p.104-105 of *The Bedford Introduction to Literature (8th Ed.)* ○ Sample Student Response: "Conflict in the Plot of Faulkner's 'A Rose for Emily'" p.106 of *The Bedford Introduction to Literature (8th Ed.)* ○ "'One of us…': Concepts of the Private and the Public in 'A Rose for Emily'" by Willow D. Crystal p.791 of *The Norton Field Guide to Writing with Readings and Handbook* ● Model Student Essays about Poetry ○ "I, Too" by Langston Hughes ○ "'They'll See How Beautiful I Am': 'I, Too' and the Harlem Renaissance" by Irene Morstan p.796 of *The Norton Field Guide to Writing with Readings and Handbook* ○ "The Use of Force" William Carlos Williams p.826 of *Elements of Argument: A Text and Reader 8th Edition* ○ "Conflicts in 'The Use of Force'" by Jennifer Rampolla p.830 of *Elements of Argument: A Text and Reader 8th Edition*

	CP ENGLISH IV additions for Analysis/Argument essay: ● *"In a Grove"* by Ryunosuke Akutagawa. [short story] ● "Girl" by Jamaica Kincaid [short story] ● "*Dead Men's Path"* by Chinua Achebe [short story] ● "*And of Clay We are Created"* Isabel Allende ● "*Was it a Dream"* ● Additional poems, short stories, and excerpts for analysis chosen from ENG IV Reading curriculum Model Student Essays ● AI Generated Exemplar and non exemplars for analysis essay

Interdisciplinary Connections	6.2.12.HistoryUP.2.b Analyze how historical events have shaped modern political, economic, and cultural systems. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources.
Career Readiness, Life Literacies, and Key Skills	VPA9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Writing Unit 2: Narrative Writing

Unit Description/Overview

In this unit, students are introduced to narrative techniques. Students begin the unit by reading, analyzing, and critiquing mentor texts. Then, students consider one topic of personal interest to write about. After that, students will use their own experience to drive their stylistic choices in their reflective writing. At the end of the unit, students will develop an essay about an artifact of relevance. They will

<table>
<tr><td colspan="2">retrace routes and experiences, conveyed through a personal “voice” in writing through punctuation, diction, syntax, and figurative language.

Approximate time frame: 4-6 weeks</td></tr>
<tr><td>Essential Questions</td><td>● How can a writer tailor their purpose to an audience when drafting a piece of writing?
● How can a writer create voice, both personally and in the characters they write about, through figurative language and other stylistic techniques?
● How can one use personal narrative to convey their identity and convictions?</td></tr>
<tr><td>Student Learning Objectives</td><td>● Read, analyze, and critique mentor texts
● Write in response to a variety of personal narrative prompts with a specific and nuanced voice
● Choose one topic of personal interest to drive stylistic choices in reflective writing
● Develop an essay about an artifact of relevance
● Retrace routes and experiences, conveyed through a personal “voice” in writing through punctuation, diction, syntax, and figurative language</td></tr>
<tr><td>Standards</td><td>W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td></tr>
</table>

	E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Formative and Summative Assessments	Formative: Triptych — in 3 columns, students describe an object and explain how they interact with it and how others interact with it. –narrative script- student selected topic music and images selected to reflect understanding of copyright; images and video from the web should not be more than 10% of video –analyze student samples and exemplars Summative: MLA or APA format 1,000-1,500 words Personal Storytelling Artifact Essay Using sensory observation, study an artifact as deeply as you can. Write a narrative ("story") that captures your encounter with the artifact. Exemplar – Video Essay [5 minutes]
Required/ Suggested Resources	"Ode to My Socks" Pablo Neruda "How to Write a 100-Word Narrative: A Guide for Our Tiny Memoir Contest" NYT Learning Network "From The Secret Life of Objects: Memoir" Dawn Raffel

	"How to Video Essays" by Greer Fyfe and Miriam Ross Video Essay Exemplars

Interdisciplinary Connections	VPA9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating

	work ● Restate, reread, and clarify directions/questions ● Provide opportunities for students to discuss topics with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable	● Maintain a consistent routine/schedule ● Flexible grouping ● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable		● Build background information through brainstorming, semantic webbing, or use of visual aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

Writing Unit 3: Expository Writing

Unit Description/Overview

In this unit, students will create a research study by drawing relevant thematic connections between multiple perspectives. Students will compose a research question, conduct research, and analyze, evaluate, and select evidence to develop an argument. Students will consider objections, implications, and limitations. The research study should aim to fill a gap in the research and offer topics for further investigation. Sources will be cited using MLA or APA formatting.

Approximate time frame: 4 weeks

Essential Questions	● How can we use data and research to influence the historical and societal narrative surrounding a topic? ● How can we construct research questions to guide a research topic?

Student Learning Objectives	● Create a research study centered in united research questions, theoretical framework, and major topics ● Create a research study that brings forth something new to the reader by filling a gap in the literature ● Cite sources and format research using APA 7th edition or MLA 8th edition
Standards	W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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 transitions 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 style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using

	portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.11–12.5. 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. W.SE.11–12.6. 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 (MLA or APA Style Manuals).
Formative and Summative Assessments	You must identify a research question prompted by analysis of your topic. Your sources should be thematically linked. Students will gather information from a range of additional sources to develop and refine an argument. This should lead to a solution that answers your research question. and revise your argument. <u>Formative:</u> Investigate initial research topic with relevant thematic links Determine various perspectives on your topic Research question brainstorming Thematic link reflective writing peer-editing /writers workshop Students will use AI to generate research questions, a resource list, and outline. Students will access and cite at least 2 peer reviewed articles Students will use AI to generate feedback on rough drafts based on a rubric and make revisions as needed. <u>Summative:</u> Research Paper 2,000 words

	1000-1200 words Read and analyze materials to identify thematic connections among sources and possible areas for inquiry.
Required/ Suggested Resources	PUSH-IN LESSONS FROM THE LIBRARIAN on research, information literacy and media literacy skills.

Interdisciplinary Connections	HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints. 6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources.
Career Readiness, Life Literacies, and Key Skills	9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data. 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Writing Unit 4: Digital Writing

Unit Description/Overview

In this unit, students will transform a previous written product into a digital performance (website, infographic, etc.). Students will adhere to the conventions of the current genre while maintaining the message/content of the previous performance. Students will integrate media (pictures, video, audio, gifs, etc.) into their revised performances.

Approximate time frame: 2-4 weeks

Essential Questions	● How does one rework a piece of writing to suit the needs of their current and specific audience? ● How does a writer boil down their performance to one singular message? ● How do visual components (video, graphics, photos, etc.) benefit the writer in communicating a condensed form of a written performance? ● What digital tools allow writers to communicate with various audiences?
Student Learning Objectives	● Evaluate a past piece of writing and condense to share information with a specific audience ● Choose digital tools that effectively support communicating information in a new way ● Compose a digital product that enhances the writer's message through multimedia
Standards	W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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 transitions 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 style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.11–12.5. 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. W.SE.11–12.6. 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 (MLA or APA Style Manuals).
Formative and Summative Assessments	Formative: ● Elevator Story (Boston University) ● 3 Minute Movie That Reimagines A Text Essay (CUNY Composition Community)

	Summative: Transform the research paper into a Google Site or other digital format that condenses the essay into easy to process multi-modal digital content for an audience of teens. See research paper under "Expository"
Required/ Suggested Resources	● Multimodal Projects & Digital Composition Tools (Purdue OWL) ● Adobe Express, Canva, Piktochart, or StoryboardThat for creating infographics ● Multimedia Guide from Ole Miss (has helpful digital tools for any multimodal project) ● "What is Multimodal Composition?" (Arizona State University) ● The New York Times' Graphics Desk ● The Upshot by The New York Times ● Visual Rhetoric (Purdue OWL) ● Digital Writing and Research Lab's Lesson Plans

Interdisciplinary Connections	6.2.12.HistoryUP.2.c Evaluate the credibility and use of primary and secondary sources. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints.
Career Readiness, Life Literacies, and Key Skills	9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data. 9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and

	propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Modifications	**Students with Disabilities**	**Struggling/At-Risk Students**	**Gifted and Talented**	**Multilingual Learners**
	• Teacher modeling of skills/techniques to be mastered • Extended time to complete assignments • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work time • Assist students with long and short term planning of assignments • Posts and reviews clear criteria for proficient work • Restate, reread, and clarify directions/questions • Provide opportunities for students to discuss topics	• Provide opportunities for repetition and practice • Teacher modeling of skills/techniques to be mastered • Extended me to complete assignments • Provide copy of class notes • Preferential seating to be determined by the student and teacher • Provide oral reminders and monitor student work during independent work • Small group instruction • Maintain a consistent routine/schedule • Flexible grouping	• Provide opportunities for project based learning • Provide opportunities for independent studies • Flexible Grouping • Jigsaw activities	Using images and other visual aids to support understanding of concepts • Kinesthetic learning experiences (manipulatives, movement, etc.) • Teacher made adaptations, outlines, study guides • Use of varied leveled texts to present content • Sentence frames and starters • Extended time to complete assignments • Use of concrete examples • Provide immediate feedback • Preferential seating • Build background information through brainstorming, semantic webbing, or use of visual

	with peers (Think-Pair-Share, Turn-and-Talk, etc.) ● Small group instruction ● Space for movement and breaks ● Flexible seating arrangement ● Maintain a consistent routine/schedule ● Provide immediate feedback when applicable	● Provide student exemplars to communicate expectations ● Sentence frames/starters ● Provide immediate feedback when applicable		aids ● Simplifying language for presentation by using speech that is appropriate to students' language proficiency level ● Directions stated clearly and distinctly and delivered in both written and oral forms

SPEAKING & LISTENING

Unit Description/Overview The purpose of this unit is to review and expand upon speaking, listening, and presenting skills studied in grade eleven. Through a variety of speaking and listening focused contexts, students will further their understanding of the components that create efficacy in speaking, presenting, slide design, and active-listening. Students will continue to build upon their understanding of source-credibility, further exploring how to establish their own credibility as speakers. Students will continue to incorporate multimedia into their presentations, as they synthesize multiple sources and mediums. Building upon their skills from grade eleven, students will continue to evaluate multiple components of speakers' presentations, considering and evaluating the messages they consume. The intention is for the exploration of and attention to these skills not only during this unit but also throughout the entire course. Approximate time frame: Approximately 1-2 weeks AND throughout the year/paired with Reading and/or Writing Units	
Essential Questions	● How can we engage our audience while executing our purpose?

	● How can we employ active listening skills in a variety of contexts? ● How can we best engage in discourse, and why are such factors effective? ● How do we create open-ended questions that encourage discussion? ● How do we design slides effectively, and why are these slides successful in aiding presentations? ● How do we determine the credibility of a source and convey the credibility to our audience? ● How do we establish credibility as speakers, and why is credibility important? ● Why should we use digital media in presentations; how does doing so enhance our arguments and presentations? ● Why and how do we integrate multiple sources and formats of information?
Student Learning Objectives	● Review and practice grade-level appropriate speaking skills (i.e. eye contact, body language/posture, voice projection, and enunciation) ● Review and practice active listening skills (i.e. eye contact, body language/posture, and note-taking) ● Review and employ appropriate conversations skills (i.e. prepare for academic conversations, propel conversations forward, and respond to others' statements and perspectives thoughtfully) ● Create grade-level appropriate open-ended questions ● Design slides with minimal text, large images, use of negative space, coordinating colors, and correct citations ● Determine the accuracy and credibility of a speaker and/or source ● Synthesize information from a number of sources ● Integrate multiple credible sources into conversations ● Incorporate multiple sources and digital media formats in presentations ● Evaluate the various components of speakers' arguments ● Adjust our speech, rhetoric, and presentations to a variety of audiences and contexts
Standards	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), 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. SL.11-12.2. 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. SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.11-12.3. 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. SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.5. 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. SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Formative and Summative Assessments	Formative: Minimum of three Socratic Seminars/Harkness Model Discussions ● At least ONE of the three must be a Harkness Model Discussion ● Students read/review the associated text(s)beforehand ● Student read outside scholarly resources beforehand ● Students create their own open-ended questions ○ Questions must include those based on outside scholarly resources Minimum of two individual presentations ● Students should design a minimum of three slides each ● Students should include a minimum of one multimedia element ● *Suggested topics:* ● Book talks ● Grammar Presentations Listening Activity ● During presentations, students in the audience should: "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." Suggested Activities throughout the year (to pair with reading and writing units): ● Small-group presentations ● Round-table discussions ● Jigsaws ● Share-outs ● (Impromptu) speeches ● Book talks ● Grammar presentations Summative:

	Socratic Seminar + Questions /Harkness Model Discussion 3-5 minute individual presentation based on Independent Reading Experience (four years) ● *Suggested topics:* ○ Reflection on reading progress ○ Reader identity ○ Future reading plans ○ Synthesis of multiple IR books into theme/genre **CULMINATING GRADED TASKS**: Presentation of Virtual Gallery (derived from research paper) ● Research must be evident in presentation Listening Activity ● During presentations, students in the audience should: "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."
Required/ Suggested Resources	How to Conduct a Socratic Seminar (via *Facing History and Ourselves)* How to Conduct a Harkness Model Discussion /Resources Suggested Socratic Seminar Rubric (Standard-based) Evaluating the Credibility of Sources (via Columbia University) *The Naked Presenter* by Garr Reynolds Presentation Zen

GRAMMAR & LANGUAGE

Unit Description/Overview: The purpose of this unit is to improve students' grade-appropriate grammar skills to use in their writing and speaking. They will continue to gain an understanding of the components of the English language that improve communication. Time frame: Ongoing, entire school year.	
Essential Questions	● How can understanding grammar and punctuation rules make writing and speaking more effective? ● How can an expanded vocabulary improve interpersonal and professional communication?
Student Learning Objectives	● Students will apply appropriate punctuation and grammar rules, such as subject-verb agreement, verb tense consistency, and comma usage, in their writing to ensure clarity and correctness. ● Students will understand grade-level vocabulary in context to enhance their writing and speaking skills.
Standards	Grade 12 Grammar Standards (2023) L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions. L.KL.11–12.2. 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. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

	grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
Formative and Summative Assessments	Suggested Activities (as needed): ● Teacher-led mini-lessons ● Student-led mini-lessons ● Pre-test/post-tests ● Sample sentence corrections ● Review & corrections of student writing ● IXL practice for skills listed above ● IXL quizzes ● Padlet posting ● Group work ● Membean training

	• Membean quizzes <u>Formative:</u> Students will be given a pre-assessment at the beginning of the year. <u>Summative</u>: Monthly quizzes to assess each skill, skill assessment in essay writing, post-assessment in May