2018 Unit I Sports and the Mass Media

Content Area: **Social Studies**
Course(s): **Sociology**
Time Period: **June**
Length: **1**
Status: **Published**

Enduring Understandings

Sports and mass media exert significant influence on society and have become social institutions.

Essential Questions

What distinguishes sport as a social institution?

How do the three sociological perspectives differ in how they view sport's impact on society?

How has mas media become a social institution?

What power does the media exert on society and what are the effects on social order?

Standards/Indicators/Student Learning Objectives (SLOs)

Students will conduct analyze a Case Study.

Students will define key terms and phrases in triple entry vocabulary journal.

Students will research the meaning behind sports logos and work with the group to create one representing the sport you invent.

Students will conduct a Quick Lab - Conduct and analyze poll.

Students will take part in a class discussion examining issues in sports from the three perspectives.

Students will research and create a time line representing the major developments in the history of mass media as a social institution.

Students will write a paper analyzing the power of the media in gender stereotyping.

Students will conduct a lab - Promote a class on sport and mass media.

SOC.9-12.1.2.1	Impact of social context on human behavior
SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.1.4	Students will identify, differentiate among, and apply a variety of sociological theories.
SOC.9-12.1.4.1	Functionalist perspective

SOC.9-12.1.4.2	Conflict theory
SOC.9-12.2.1	Students will describe the components of culture.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.2.4	American values
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.2	Countercultures
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.1	Students will describe the process of socialization across the life course.
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.2	Students will explain the process of the social construction of the self.
SOC.9-12.3.2.4	Identity
SOC.9-12.3.3.1	Reference groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.2	Students will analyze the effects of social inequality on groups and individuals.
SOC.9-12.4.2.1	Life chances
SOC.9-12.4.2.2	Social problems
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.3	Social policy responses to inequality

Lesson Titles

Sports as a Social Institution

Perspectives and Issues in American Sport

Mass Media as a Social Institution

Perspectives and Issues in Mass Media

Mass Media's Presentation of Gender

21st Century Skills and Career Ready Practices:

- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration

- Creativity and Innovation

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

- ELA
- Social Studies
- Psychology
- SEL

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	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.
LA.W.11-12.8	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).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.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.
LA.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.
LA.11-12.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.
SCI.9-12.DL.1.6.2	Describe the development of reasoning and morality
SCI.9-12.DL.1.6.3	Describe identity formation
SCI.9-12.DL.1.6.4	Discuss the role of family and peers in adolescent development
SCI.9-12.SC.1.2.2	Describe effects of others' presence on individuals' behavior
SCI.9-12.SC.1.2.3	Describe how group dynamics influence behavior
SCI.9-12.SC.1.2.4	Discuss how an individual influences group behavior
SCI.9-12.SC.2.1.3	Discuss the relationship between culture and conceptions of self and identity
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Students will conduct analyze a Case Study -Read an article and analyze the change in the relationship between sports and television after 1980. (Analyzing)

Students will define key terms and phrases in triple entry vocabulary journal (Remembering)

Students will examine the conditions necessary for an activity to be called a sport. (Understanding)

Students will research the meaning behind sports logos and work with the group to create one representing the sport you invent (Understanding/Creating)

Students will conduct a Quick Lab - Conduct and analyze poll (Applying/Evaluating)

Students will take part in a class discussion examining issues in sports from the three perspectives (Understanding/Applying)

Students will rresearch and create a time line representing the major developments in the history of mass ia as a social institution (Applying/Creating)

Students will write a paper analyzing the power of the media (Analyzing)

Students will conduct a lab - Promote a class on sport and mass media (Creating)

Delsea One

SWAG

Modifications

Formative Assessment
Warm-up:

- What does it mean?
- Define, Explain, Ask Questions
- Take the Lead
- Before, During, and After
- The Topic Makes Me Think...
- Post it notes
- Questions from Yesterday

Anticipatory Set:

- Close your eyes and imagine
- Classroom Post
- Discussions
- Predict
- The A to Z game
- Three words you associate with the new topic

Closure:

- Exit Tickets
- Whip Around
- Quick Doodles
- I Care Why?
- Journal Entry
- Five W's

- Classroom Post
- Post-it Notes
- Questions for Tomorrow
- Pair-Share-Out-the-Door
- Three Minute Essay
- Reflective journal entries
- Discussions
- Observation
- Stand and Tell

Summative Assessment

- Projects
- Presentations
- Quizzes
- Essays
- Journals

Possible MPA 3 or
4: https://docs.google.com/document/d/18DJcSuQduLlcck4UO3bCLKaXPGbywNpxzdKlipW46-M/edit?usp=sharing

Benchmark (Assessments):

Alternative Assessment(s):

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials

- Research topics in Sociology
- Introduction to Sociology Online
- (Macionis) Sociology Book
- Sociology: A Down-to-Earth Approach (Henslin) Online
- Down to Earth Sociology: Introductory Readings (Henslin)
- You May Ask Yourself (Dalton Conley)
- Sociological Cinema
- Pinterest
- Google Keep
- Google Trends
- Twitter
- Piktochart
- Powtoon
- Podcasts
- Aurasma
- Creative Commons
- ClassDojo
- Kahn Academy
- TedTalks
- Padlet
- Classifyit
- Thinklink