

# 2018 Unit 4 Transcendent Athletes

Content Area: **English**  
Course(s): **Modern Sports and Society**  
Time Period: **December**  
Length: **6-7 weeks**  
Status: **Published**

## **Enduring Understandings:**

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- Athletes have the ability to affect people of different races, religions and cultures.
- Sport often mirrors the characteristics of the current society
- Sport often brings people of different cultures together
- Professional athletes often cross over into the entertainment world.

## **Essential Questions:**

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- Why do people look at top athletes as different from normal people?
- Why do some people use sports to push an agenda?
- How can a strong athlete use his/her position to help invoke change?
- How do athletes use their popularity to cross over into other areas?
- How has the media coverage of athletes changed in the last hundred years?

## **Lesson Titles:**

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Strength- The Jackie Robinson Story

I am the greatest

How can we get 1.3 billion more people to watch our game- Let's meet Yao Ming

No Crossover- The Allen Iverson story

Jim Thorpe- America's greatest athlete

Serena Williams- athlete, mom and executive

Abby Wambach- We play to win

## **21st Century Skills and Career Ready Practices:**

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- Global perspectives
- Business, financial, entrepreneurship
- Civic literacy
- Critical thinking & Creativity
- Information and media literacy
- Communication and collaboration
- Life and career skills

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
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:**

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History

Sociology

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
SOC.6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
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.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.2	Students will analyze the effects of social inequality on groups and individuals.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Independent Reading: students will view sections of 30 for 30's by themselves UNDERSTANDING- Level 1
- Direct Instruction: Discovery/Inquiry Based/Group Work: Lecture/ background research on life in the late 90's in China and USA- REMEMBERING Level 2
- Group and independent research: Students will investigate the qualities of Jackie Robinson to that of Allen Iverson. -ANALYZING- Level 3
- Teacher led discussion in large groups: Teacher will lead the discussion on background of Jim Thorpe- UNDERSTANDING LEVEL 1
- Student led discussion in small groups: Students will lead discussion in small groups when comparing and contrasting Serena Williams and Abby Wambach. - ANALYZING Level 3
- Conferencing on writing: Teacher and students will conference one-on-one for final summative writing project.- EVALUATING Level 3
- Close reading: After researching students will create individual essays---CREATING Level 4
- Delsea One
- SWAG

## **Modifications**

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### **Formative Assessment:**

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**Warm-Up:** Describe the picture, write down the facts, give your opinion,

**Anticipatory Set:** Quotes, prompts, media, scavenger hunt, writing prompt, story, analogy

**Closure:** Exit ticket, out-the-door activity, simile me activity

### **Summative Assessment:**

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Unit summative assessment- Students will select one athlete that we studied and create a argumentative essay explaining why that athlete was the most influential athlete in American History

## **Benchmark Assessments**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

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Jim Thorpe America's Greatest Athlete

One Nation Divisible

Growing Up Serena:

Michael Jordan Sports

Yao Ming Back to China:

Babe Ruth HBO Sports

Allen Iverson ESPN Documentary

Abby Wambach SEC Documentary by ESPN

Christiano Ronaldo- My Story