

2018 Unit 2 Sports as a Business

Content Area: **English**
Course(s): **Modern Sports and Society**
Time Period: **November**
Length: **3-4 weeks**
Status: **Published**

Enduring Understandings:

- Earning professional athlete salaries allows for the investment of huge sums of money.
- Professional athletes, while tops in the world in their field, are not necessarily tops in the world in the world of finance.
- Not all professional athletes make millions of dollars.
- The NCAA is in charge of collegiate athletics.

Essential Questions:

- How and why do professional athletes go broke?
- What makes professional athletes easy marks for scammers?
- How do many professional athletes make ends meet?
- How does the NCAA manage college athletics?
- Why do some people feel that the NCAA is a “hypocritical” organization?

Lesson Titles:

How do you make 24 million in five years and go broke?

What do you know about charities?

What is the NCAA?

How much money can you make as a collegiate athlete?

21st Century Skills and Career Ready Practices:

- 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:

Personal Finance

History

Sociology

PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
SOC.6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
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.9-12.4.1.1	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

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

- 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 Dallas in the 80's- Level 2 REMEMBERING
- Group and independent research: Students will investigate the qualities of the athletes of the 90's and compare/contrast them to the CEO athletes of today such as LeBron James--ANALYZING- Level 3
- Teacher led discussion in large groups: Teacher will lead the discussion on quality of athletes' charities - UNDERSTANDING Level 1
- Conferencing on writing: Teacher and students will conference one-on-one for final budget project.- EVALUATING LEVEL 4
- Close reading: After close reading students will create individual budgets---CREATING LEVEL 4
- Delsea One
- SWAG

Modifications

Formative Assessment:

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:

At the end of this unit, students will be given a random athlete. Students will need to find out the athlete's salary and create a budget that the athlete can maintain. Students will use google slides and google sheets to create this budget

Benchmark Assessment

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

“Broke”

“Pony Excess”

“Year of the Scab”

“Schooled! The price of college sports”