Unit 4: Money, Media, and Innovation

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **3-4 Weeks**
Status: **Published**

Brief Summary of Unit

This unit examines the governing bodies of sport, the management of money, and the effectiveness and impartiality of these organizations. It will also study the innovations in sports that challenge the rules. Another focus of study concerns how media coverage influences sports culture.

Interdisciplinary Connections and Career Readiness:

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Essential Questions

- How are sports about both profit or recreation?
- How did the advent of television influence sport?
- How do the rules of the game offer the participants more than just a game?
- How does ESPN change the landscape for college athletics?
- How does the media hype affect decisions made by governing bodies?
- How is/is not the NJSIAA consistent in the rulings on controversial cases?
- How is/is not Title IX fair for all parties?
- In what way are equipment innovations (such as helmets in football or shark skin suits in swimming) un/fair?
- Was the Little League shift to BBCOR bats a financial or health change? Does it change the game?
- What is the function of government in sports?
- Why do/don't amateur sports entities have the right to make money though the athletes are unpaid?
- How is governing a sport like governing a small country?

Essential Understandings

- analyze technological changes to decide if they improved the game or created a wider media circus.
- draw connections among rule change, profit enhancement, and the attitude of the public.
- reflect on the practices of ruling entities and their influence on the players.
- understand that money plays a tremendous role in the development of 20th Century American thoughts and ideals.

Students Will Know

- How a governing body functions.
- How to debate moral and ethical issues.
- The importance of a game's rules.

Students Will Be Skilled At

- Developing personal inquiry and thought in journals.
- Discussing cogent ideas in a cooperative setting.
- Evaluating effectiveness of texts based on intended purpose.
- Manipulating digital media.
- Writing thought-provoking essays.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations

- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark Assessments, three times per year (grades 9-11)
- Advanced Placement tests (grades 11-12)
- NJGPA (grade 11)
- NJSLA (grade 9)
- PSAT (grades 10-11)
- SAT (grades 11-12)
- Final Exam
- IXL

- As a culminating assessment, develop an analysis of three rule changes from three different sports that will enhance the games. Include the rule itself and the rationale for the rule change. Use current teams/players as reference points.
- Conduct a verbal debate over the ethics of rules and the executives that run the game.
- Write an analytical paper discussing how a particular time period of social history influences how a sport is played.

Learning Plan

Instructional time will be dedicated to whole class text instruction, collaborative learning, and independent and personalized learning. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 9-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during this class targets not only comprehension, but also analysis. Students may read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are

embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets will be used as materials. High-and low-stakes, timed and untimed pieces are all important.

Students will be taught how to speak and listen in addition to being assessed on these skills.

- As a culminating assessment, develop an analysis of three rule changes from three different sports that will enhance the game. Include the rule itself and the rationale for the rule change. Use current teams/players as reference points.
- Conduct a graded class discussion on whether or not television/advertising affects the way the game is played. Is the high school game a better experience or does the drama increase as the game stops?
- Detail the rise of ESPN through "The Birth of ESPN" video and current episode of Sports Center.
- Have the students read the mission statements of ruling entities and discuss if they achieve their purpose.
- Read "American Sport at Century's End." Students will complete organized discussion in table talks and form a consensus to share with the class as a whole.
- Read excerpt from Indentured. Write a persuasive article on payment of student athletes and the big money attitude of the NCAA.
- Using excerpts from Moneyball, how does economics--free agency, big contracts, and luxury tax--affect baseball?
- Watch 30 for 30 Broke. Write a reaction to the monetary increases of teams.
- Watch a review of plays from all major sports individually; write a journal entry on the effect the play stoppage has on the game.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

- Blake, Heidi. The Ugly Game: The Qatari Plot to Buy the World Cup-ISBN-10: 1471149374, ISBN-

13: 978-1471149375

- Bodenheimer, George. Every Town Is A Sports Town-ISBN-10: 1455586099, ISBN-13: 978-1455586097
- Gaul, Gilbert M. Billion-Dollar Ball: A Journey Through the Big-Money Culture of College Football-ISBN-10: 067001673X, ISBN-13: 978-0670016730
- Nocera, Joe. Indentured
- Passan, Jeff. The Arm- ISBN-10: 0062400363, ISBN-13: 978-0062400369
- The Game: Inside the Secret World of Major League Baseball's Power Brokers— ISBN-10: 0316185884, ISBN-13: 978-0316185882
- ESPN Films: 30 for 30 Index Moneyball Indentured YouTube Video: The Birth of ESPN, Live game action Websites: NCAA.com, NJSIAA.com, MLB.com, NFL.com, NHL.com, FIFA Articles from varied periodicals including Sports Illustrated and the New York Times

Suggested Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan