

# South Orange & Maplewood School District English Language Arts Grade 11-12 Sports in Literature



South Orange Maplewood  
School District  
Department of Curriculum &  
Instruction  
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South Orange & Maplewood  
English Language Arts Grades 11-12  
Sports in Literature

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**ACKNOWLEDGEMENTS**

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**Overview:**

Sports in Literature is an Honors level, thematic centered, intensive reading and writing course. The curriculum is built upon the great themes for which “sports” provides a powerful lens: determination, sacrifice, teamwork, overcoming obstacles, dealing with loss and success, etc. It also takes a historical and cultural look at society and how sports plays a dominant role in our culture, with economics, race and gender playing prominent roles in this regard. While fiction is represented in the curriculum, non-fiction—full length works, essays, and articles—represent the majority of the reading. Writing assignments will include journalistic reporting, expository essays, research papers, and synthesis essays.

**Unit One: Race and Sports**

**Unit Overview:**

This unit will consider the history of race and race relations as they have occurred in the world of sports. Beyond history, however, the readings will address the factors that continue to affect athletes of different races and ethnic groups today.

This unit also draws upon skills from the following:

- Critical reading and thinking
- Research
- Analytical writing
- Personal Writing
- Expository Writing
- Argumentative Writing
- Journalistic Writing

Essential Questions	Enduring Understandings
1) How has racism in the world of sport reflected that of the American society? 2) Has the presence/nature of racism changed in contemporary sports? 3) Does sport offer prospects for overcoming racism?	Group Discussions: <ul style="list-style-type: none"> <li>• Jim Crown era racism</li> <li>• Treatment of Native Americans</li> <li>• Anti-Semitism</li> <li>• Negro Leagues</li> <li>• Brown vs. Board of Ed.</li> <li>• The Civil Rights Movement</li> <li>• Integration of Collegiate Athletics</li> <li>• The “contemporary face” of racism</li> </ul>

**Classroom Application**

**Independent Reading/Research:**

- Non-fiction research topic of seminal event, i.e. 1968 Olympics et. al.
- Biography/Autobiography of seminal figures, i.e.

**Summative Assessment:**

Synthesis Essay (3-5 typed pages / process writing)

Given a number of related texts dealing with racial issues in sports, students will compose a synthesis essay that illustrates an ability to incorporate what others have written on a given topic into the formation of one’s own argument.

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**Materials/Student Resources:**

Souled Out: How Blacks are Winning and Losing in Sports by Shaun Powell

The Uneven Playing Field: A Documentary of the African-American Experience in Sports by David K. Wiggins

40 Million Dollar Slaves – by William Rhoden

What's My Name, Fool – by Dave Zarin

Sports Illustrated

The Best American Sports Writing of the Century – David Halberstram

The Only Game in Town: Sportswriting from The New Yorker – edited by David Remnick

DVDS:

(CCSS.ELA-Literacy RI. 11-12.7 Comparison of film to history)

The Life and Times of Hank Greenberg

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Glory Road

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<b>DELINEATION OF UNIT OBJECTIVES FOR LESSON WORK</b>		
<b>Unit 1</b>	<b>Race and Sports</b>	
<b>National Core Anchor Standard</b>	<b>Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)</b>	<b>Core Text Activities</b>
	<p>RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced,  b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim,  c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.  d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience’s knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p>	<ul style="list-style-type: none"> <li>- Read 100-200 pages weekly.</li> <li>- Keep reading response /double entry journals of reading.</li> <li>- Seminar format, textually supported class discussion activities.</li> <li>- Short answer / open ended homework assignments</li> <li>- Basic comprehension assessment in the form of objective and subjective quizzes and tests.</li> <li>- Make contemporary connections through reading and written consideration of <i>Sports Illustrated</i>.</li> <li>- Full length personal, expository, argumentative, synthesis, and research based essays</li> <li>- Critical film viewing</li> <li>- Oral/video presentations on assigned topics and figures (i.e. create an original documentary of CHS athletes— current or former).</li> </ul>

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	<p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	<ul style="list-style-type: none"><li>- Sports Vocabulary Journals (What do certain words/phrases mean in different sports?)</li> <li>- Etymology of terms in sports may guide students toward considering etymology of words in general.</li> <li>- Figurative language instruction through the use of commentary clips. (i.e: <i>Going, going, gone!/ He took the guy's legs off!</i>)</li> <li>- Students record commentary after viewing/listening.</li></ul>
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<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 10</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5</p> <p>College &amp; Career Readiness Speaking Standards #1, 4</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>RL 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RL 6. Analyze an author’s use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.</p> <p>RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments</p> <p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p>
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	L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.
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<b>Unit Two: Gender and Sports</b>	
<p><b>Unit Overview:</b> This unit will consider the history of women’s involvement in sports historically – with particular emphasis on the revolution of women’s athletics resulting from the feminist movement in general and Title IX in particular. This unit will also include the experience of and burgeoning recognition of gay and lesbian athletes.</p> <p>This unit also draws upon skills from the following:</p> <ul style="list-style-type: none"> <li>• Critical reading and thinking</li> <li>• Research</li> <li>• Analytical writing</li> <li>• Personal Writing</li> <li>• Expository Writing</li> <li>• Argumentative Writing</li> <li>• Journalistic Writing</li> </ul>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ol style="list-style-type: none"> <li>1) How has sexism affected the ability of women to experience sports in the same way as men?</li> <li>2) Do women athletes today receive the same benefits and recognition as their male counterparts?</li> <li>3) Is the experience of gay and lesbian athletes changing today?</li> <li>4) Biology/Science vs. Sexism? Exploring scientific differences between women and men.</li> </ol>	<p>Group Discussions:</p> <p>Sexism Women’s suffrage Pioneer women athletes Title IX Youth, High School, Collegiate, Professional experiences</p>

**Classroom Application**

**Independent Reading/Research:**

- Biography/Autobiography of seminal figures, i.e.

**Summative Assessment**

Personal Essay: (3-5 typed pages / process writing)

In an essay that draws on personal experience and opinion, students will reflect upon their attitudes towards the role of gender in sports.

**Materials/Student Resources:**

*The Girls of Summer* – Jere Longman

*Nike is a Goddess: The History of Women in Sports* – edited by Lissa Smith

*The Sports Gene: Inside the Science of Extraordinary Athletic Performance*

*Sports Illustrated*

*The Best American Sports Writing of the Century* – David Halberstram

*The Only Game in Town: Sportswriting from The New Yorker* – edited by David Remnick

**DVDS:**

*Million Dollar Baby*

*A League of Their Own*

*Nine for IX* – An ESPN Series on women and sports post Title IX

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<b>Unit Two: Gender and Sports</b>		
<b>National Core Anchor Standard</b>	<b>Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)</b>	<b>Core Text Activities</b>
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RI 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RI 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced, b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim, c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience’s knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p> <p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a</p>	<ul style="list-style-type: none"> <li>- Read 100-200 pages weekly.</li> <li>- Keep reading response /double entry journals of reading.</li> <li>- Seminar format, textually supported class discussion activities.</li> <li>- Short answer / open ended homework questions</li> <li>- Basic comprehension assessment in the form of objective and subjective quizzes and tests.</li> <li>- Make contemporary connections through reading and written consideration of <i>Sports Illustrated</i>.</li> <li>- Full length personal, expository, argumentative, synthesis, and research based essays</li> <li>- Critical film viewing</li> <li>- Oral/video presentations on assigned topics and figures</li> <li>- Research different gender-specific organizations. Compare/contrast “sister” organizations (ex. NBA vs. WNBA/WTA vs. ATP).</li> </ul> <p>Informational/argumentative essay about the differences in popularity, pay, educational opportunities, sports scholarships, etc.</p>

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	<p>question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 10</p> <p>College &amp; Career Readiness Writing Standards</p>	<p>RL 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 5. Analyze how an author's choices concerning how to structure a text shape the meaning in a text.</p> <p>RL 6. Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of</p>	

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<p>#1, 2, 4, 5</p> <p>College &amp; Career Readiness Speaking Standards #1, 4</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>meaning in a text.</p> <p>RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments</p> <p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
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**Unit Three: Sports and Culture**

**Unit Overview:** In this unit, students will read and analyze first-hand accounts of American slavery, alongside the works of contemporary African writers responding to the impact of colonialism. Students will explore how each of these historical phenomena has impacted the Diaspora culturally, socio-economically, and psychologically.

**This unit also introduces the following skills:**

- Unit vocabulary
- Reading and analysis of personal narrative for form and content.
- Introduction to rhetorical devices
- Writing an engaging personal narrative/practice college essay

Essential Questions	Enduring Understandings
1) Why have sports become such a significant component in our national culture, as well as in smaller, more distinct locations? 2) What “promises” does sports make to individuals within a society? Does it deliver on those promises? 3) What does a given society’s view on sports say about that society in general?	Group Discussions: Opportunity Pride Greed Ethics Values Fanaticism: Entertainment vs. Life-Altering Fandom Fantasy Sports College/Educational Culture

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**Classroom Application**

**Independent Reading/Research:**

- Research a micro-society such as Penn State football or Duke Lacrosse closely in terms of the unit's driving questions.
- Research other countries' culture of sports (i.e. Brazilian football or Canadian hockey).

**Summative Assessment: Journalistic Report (3-5 typed pages/process writing)**

Based upon a series of interviews and formal observations, students will examine the culture of sports at Columbia high school in comparison to other local schools.

**Materials/Student Resources:**

Friday Night Lights – HG Bissinger

Heaven is a Playground – Rick Telander

Sports Illustrated

The Best American Sports Writing of the Century – David Halberstram

The Only Game in Town: Sportswriting from The New Yorker – edited by David Remnick

**DVDS:**

The Armstrong Lie

Hoosiers

Rocky

The Wrestler

White Men Can't Jump

The Program

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Unit Three: Sports and Culture		
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)	Core Text Activities
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced, b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim, c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience’s knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p>	<ul style="list-style-type: none"> <li>- Read 100-200 pages weekly.</li> <li>- Keep reading response /double entry journals of reading.</li> <li>- Seminar format, textually supported class discussion activities.</li> <li>- Basic comprehension assessment in the form of objective and subjective quizzes and tests.</li> <li>- Make contemporary connections through reading and written consideration of <i>Sports Illustrated</i>.</li> <li>- Full length personal, expository, argumentative, synthesis, and research based essays</li> <li>- Critical film viewing</li> <li>- Oral/video presentations on assigned topics and figures</li> <li>- As per Driving Question #2 (promises of sports): pros and cons of playing sports in school, scholarships, camaraderie, wellness vs. injury, peer pressure, wellness.</li> <li>- Advertisement of athletes/sports perpetuating societal values. Students will compile a collection of sports ads, then write/consider implicit meanings. (<i>Sports Illustrated Swimsuit Issue</i>)</li> </ul>

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<p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	<ul style="list-style-type: none"> <li>- Peer pressure within Sports             <ul style="list-style-type: none"> <li>• Wrestlers, Cyclists, MMA fighters, for example, pressured into making unhealthy choices in the name of competition.</li> <li>• Interview CHS athletes about sacrifices in sports and their benefits.</li> </ul> </li>   <li>- Popularity of American sports abroad vs. popularity of foreign sports in America. MLS vs. FIFA (Soccer v. Futbol) Cricket, Polo, for example. Why is there no appeal in America?</li>   <li>- Using court documents/cases to determine ethics of sports (i.e. ARod Case—juicing in sports—illegal? Unethical? Immoral? All of the above? Why?</li> </ul>
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<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 10</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5</p> <p>College &amp; Career Readiness Speaking Standards #1, 4</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>RL 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RL 6. Analyze an author’s use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.</p> <p>RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments</p> <p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization,</p>	
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	punctuation, and spelling L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.	
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**Unit Four: Sports and History**

**Unit Overview:**

This unit will consider the history of race and race relations as they have occurred in the world of sports. Beyond history, however, the readings will address the factors that continue to affect athletes of different races and ethnic groups today.

This unit also draws upon skills from the following:

- Critical reading and thinking
- Research
- Analytical writing
- Personal Writing
- Expository Writing
- Argumentative Writing
- Journalistic Writing

**Essential Questions**

**Enduring Understandings**

- 1) At what point does sports history become United States history?
- 2) Why have the Olympics played such a big role in U.S. policy, both foreign and domestic?
- 3) Can sports change history?

Group Discussions:

- The Roaring 20s
- The Great Depression
- World War II
- The dawn/impact of radio and television
- Vietnam
- The counter-culture revolution of the 60s and 70s.
- The century-long transition of preeminence from amateur/collegiate athletics to multi-billion dollar professional leagues

**Classroom Application**

**Independent Reading/Research:**

- Non-fiction research topic of seminal event, i.e. 1968 Olympics et. al.
- Biography/Autobiography of seminal figures, i.e.

**Materials/Student Resources:**

Seabiscuit: An American Legend—Laura Hillenbrand

King of the World—David Remnick

**DVDs:**

Cinderella Man

Victory

Ali

**Additional Sources across all units:**

The New York Times—digital format

Sports Illustrated

What's My Name Fool by Dave Zarin

The Best American Sports Writing of the Century by David Halberstram

The Only Game in Town: Sportswriting from The New Yorker—edited by David Remnick

Sports in Literature—edited by Bruce Erma

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<b>Unit Four: Sports and History</b>		
<b>National Core Anchor Standard</b>	<b>Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)</b>	<b>Core Text Activities</b>
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced,</p> <p>b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim,</p> <p>c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience’s knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p> <p>W4. Produce writing in which the organization, development, and substance and style are</p>	<ul style="list-style-type: none"> <li>- Read 100-200 pages weekly.</li> <li>- Keep reading response /double entry journals of reading.</li> <li>- Seminar format, textually supported class discussion activities.</li> <li>- Basic comprehension assessment in the form of objective and subjective quizzes and tests.</li> <li>- Make contemporary connections through reading and written consideration of <i>Sports Illustrated</i>.</li> <li>- Full length personal, expository, argumentative, synthesis, and research based essays</li> <li>- Critical film viewing</li> <li>- Oral/video presentations on assigned topics and figures</li> <li>- “American Pastime” In what ways do sports affect our history? Baseball’s Negro Leagues as a parallel to American History</li> </ul>

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	<p>appropriate to task, purpose, and audience.</p> <p>W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
College & Career Readiness	RL 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including	

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<p>For Reading Standards #1, 2, 4, 5, 10</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5</p> <p>College &amp; Career Readiness Speaking Standards #1, 4</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>determining where the text leaves things uncertain.</p> <p>RL 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RL 6. Analyze an author’s use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.</p> <p>RL 10. Read literature independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments</p> <p>W4. Produce writing in which the organization, development, and substance and style are appropriate to task, purpose, and audience.</p> <p>W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	
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**Unit Five: Sports Fiction**

**Unit Overview:**

This unit will consider the history of race and race relations as they have occurred in the world of sports. Beyond history, however, the readings will address the factors that continue to affect athletes of different races and ethnic groups today.

This unit also draws upon skills from the following:

- Critical reading and thinking
- Research
- Analytical writing
- Personal Writing
- Expository Writing
- Argumentative Writing
- Journalistic Writing

**Essential Questions**

- 1) How has racism in the world of sport reflected that of the larger world?
- 2) Has the presence/nature of racism changed in contemporary sports?
- 3) Does sport offer prospects for overcoming racism?

**Enduring Understandings**

- Racism's presence in sports
- Overcoming racism in the context of sports

**Classroom Application**

**Materials/Student Resources:**

The Old Man and the Sea Ernest Hemingway

The Professional WC Heinz

The Art of Fielding Chad Harbach

Bleachers John Grisham

Selected poetry

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Unit Five: Sports Fiction		
National Core Anchor Standard	Grade Level Specific Standards as Student Objectives for lesson work (Students will be able to...)	Core Text Activities
<p>College &amp; Career Readiness For Reading Standards #1, 2, 4, 5, 6, 7,</p> <p>College &amp; Career Readiness Speaking Standards #1, 2, 4</p> <p>College &amp; Career Readiness Writing Standards #1, 2, 4, 5, 7, 8, 9</p> <p>College &amp; Career Readiness Language Standards #1, 2, 3, 4, 5, 6</p>	<p>RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p>RI 2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text shape the meaning in a text.</p> <p>RI 7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.</p> <p>RL 10. Read informational text independently, proficiently, and fluently; read texts at the high end of range with scaffolding as needed.</p> <p>W1. Write arguments in which they a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced,</p> <p>b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim,</p> <p>c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience’s knowledge, values, and possible biases, e. provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p> <p>W4. Produce writing in which the organization, development, and substance and style are</p>	<ul style="list-style-type: none"> <li>- Read 100-200 pages weekly.</li> <li>- Keep reading response /double entry journals of reading.</li> <li>- Seminar format, textually supported class discussion activities.</li> <li>- Basic comprehension assessment in the form of objective and subjective quizzes and tests.</li> <li>- Make contemporary connections through reading and written consideration of <i>Sports Illustrated</i>.</li> <li>- Full length personal, expository, argumentative, synthesis, and research based essays</li> <li>- Critical film viewing</li> <li>- Oral/video presentations on assigned topics and figures</li> <li>- Written formats: Fiction v. Nonfiction. How do the two differ in regards to Sports Literature?</li> <li>- Compile charts of Sports Literature themes. Create a Venn Diagram of themes that exist within Sports Literature, without it, and within both.</li> </ul> <p>IN SMALL GROUPS:</p> <ul style="list-style-type: none"> <li>- Each group is assigned to a sport.</li> <li>- Groups list themes in fiction based on their sport.</li> </ul>

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	<p>appropriate to task, purpose, and audience.</p> <p>W5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W 7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p> <p>W 8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p> <p>SL 1. Initiate and participate effectively in group discussion on grades 11--12 topics, texts, and issues being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions,</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making,</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions,</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task,</p> <p>e. Evaluate whether the team has met its goals.</p> <p>L1. Observe conventions of grammar and usage.</p> <p>L2. Observe conventions of capitalization, punctuation, and spelling</p> <p>L3. Make effective language choices: Write and edit work so that it conforms to the guidelines in a style manual.</p>	<p>- Whole class comes together to discover that most sports literature contains universal themes.</p>
College & Career Readiness	RL 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including	

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