



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

CONTEMPORARY ISSUES IN SPORTS HISTORY

Grades 10, 11, & 12

2.5 Credits

ABSTRACT

This 2.5 credit course is designed to increase student awareness of the role of sports in American Society. Sports have become a microcosm for American society and culture, and have come to reflect the major trends, frustrations, fantasies, and values in the society at large. Studying about sports in any time period gives extraordinary insight into the mind and mood of the people. The fact that three-quarters of the American people daily participate or watch sports reveals that sports pervades every facet of American life. Sports infiltrate our educational system, the economy, and political life, and have become the most popular form of mass entertainment. Students will come to recognize the parallels between sport and society. Topics to be covered include: Sport, Socialization, Competition, and Winning in Children's and Other Organized Sports; Reforming Big-Time College Sports, Race, Ethnicity, and Gender in Sports; Mass Media and Sports Culture in America; Legal Issues in Sports; Sports and Big Business; and Baseball and American Culture.

UNIT #: <i>Unit Title</i>	UNIT 1: <i>Establishment of Sports in America</i>	UNIT 2: <i>Early Sports and Sports Stars</i>	UNIT 3: <i>Race, Ethnicity, and Gender in Sports</i>
Number of Days	20 days	20 days	25 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	Social Studies 6.1.12.A.16.a-c 6.2.12.A.5.c 6.3.12.A.1 English Language Arts RL.11-12.1- 12.9 W.11-12.7.- 12.9 SL.11-12.1-6 RH.11-12.7.- 12.9 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills	Social Studies 6.1.12.A.16.a-c 6.2.12.A.5.c 6.3.12.A.1 English Language Arts RL.11-12.1- 12.9 W.11-12.7.- 12.9 SL.11-12.1-6 RH.11-12.7.- 12.9 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills	Social Studies 6.2.12.C.5.a 6.2.12.C.5.e 6.2.12.D.5.c English Language Arts RL.11-12.1- 12.9 W.11-12.7.- 12.9 SL.11-12.1-6 RH.11-12.7.- 12.9 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills

	9.4.12.CT.2 9.4.12.CT.3 9.4.12.IML.2 9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.3 9.4.12.TL.4	9.4.12.CT.2 9.4.12.CT.3 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.3 9.4.12.TL.4	9.4.12.CT.2 9.4.12.CT.3 9.4.12.IML.2 9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American sports. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American sports. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American sports. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across contemporary sports. Such

	contemporary sports. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	contemporary sports. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	1. What were the earliest sports in the world? In the United States? 2. What were the beginning's and evolution of spectator sports 3. What was the history and founding of modern sports? 4. How did sports impact society during the early 20 th century? 5. How did American sports in the early 20 th century compared to sports throughout the world?	1. What were the earliest sports in the world? In the United States? 2. What were the beginning's and evolution of today's modern sports? 3. How did society treat early sports stars and celebrity? 5. What were the salaries of early sports stars 6. How did these early sports stars influence modern sports?	1. How did early sports handle the issue of race? 2. At what point did the major sports desegregate? 3. Was desegregation in sports a reaction to society or an influencer to society? 4. How did American society respond to early integrated sports and sports stars? 5. What were women's sports like in the early 20 th century? 6. How are race, ethnicity and gender issues in sports today?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	1. Research Projects 2. Google Slide Presentations 3. Oral Presentations 4. Debates 5. Simulations 6. Primary Source Analysis	1. Research Projects 2. Google Slide Presentations 3. Oral Presentations 4. Debates 5. Simulations 6. Primary Source Analysis	1. Research Projects 2. Google Slide Presentations 3. Oral Presentations 4. Debates 5. Simulations 6. Primary Source Analysis

OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	1. Reports 2. Tests/Quizzes 3. Media Analysis 4. Writing 5. Rubrics 6. Unit assessment 7. Final Exam	1. Reports 2. Tests/Quizzes 3. Media Analysis 4. Writing 5. Rubrics 6. Unit assessment 7. Final Exam	1. Reports 2. Tests/Quizzes 3. Media Analysis 4. Writing 5. Rubrics 6. Unit assessment 7. Final Exam
RESOURCES:	The DBQ Project Loc.gov AP Central Google Translate Newsela New Visions Nearpod History.com Facing History Genocide Watch PearDeck Archives.gov Edpuzzle Primary Sources Web Media Current Events Google Apps for Education Internet/Ipads/Computers	The DBQ Project Loc.gov AP Central Google Translate Newsela New Visions Nearpod History.com Facing History Genocide Watch PearDeck Archives.gov Edpuzzle Primary Sources Web Media Current Events Google Apps for Education Internet/Ipads/Computers	The DBQ Project Loc.gov AP Central Google Translate Newsela New Visions Nearpod History.com Facing History Genocide Watch PearDeck Archives.gov Edpuzzle Primary Sources Web Media Current Events Google Apps for Education Internet/Ipads/Computers

STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>			
SKILLS AND TOPICS: (What specific activities will students do and what skills will students know as a result of the unit?)	1. Discuss the emergence of sport in human society 2. Analyze the development of sports in early American society 3. Research and examine the evolution of these early sports. 4. Examine issues with early sports and debate themes taking different sides of issues 5. Complete research assignments through analysis of primary and secondary source materials 6. Present and defend research on important topics from the time period. Suggested Topics 1. Early Sports in History 2. Early American sports	1. Discuss the emergence of spectator sports in America 2. Analyze the development of sports in early American society. 3. Examine issues with early sports and debate themes taking different sides of issues 4. Evaluate and compare the finances of early sports stars to modern athletes 5. Research and evaluate the emergence of business in sports 6. Complete research assignments through analysis of primary and secondary source materials 7. Present and defend research on important topics from the time period.	1. Discuss the integration of African Americans in baseball. 2. Research and present the interaction of all ethnic races in American sports. 3. Evaluate the rise of ethnic minorities in American sports. 4. Create a chart that compares and contrasts the integration of African Americans into the four major American sports. 5. Complete research assignments through analysis of primary and secondary source materials 6. Present and defend research on important topics from the time period. Suggested Topics 1. Race, Gender and Ethnicity in early Sports

	3. Emergence of spectator sports 4. Baseball 5. Basketball 6. Football 7. Boxing	Suggested Topics 1. Early American sports 2. Emergence of spectator sports 3. Baseball 4. Basketball 5. Football 6. Boxing 7. Emergence of big business in sports	2. Segregation in sports 3. Integration in sports 4. Minority sports stars 5. Basketball 6. Football 7. Baseball 8. Women's Sports
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skillstechnology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	<u>English Language Arts</u> (RI.9-10.1, W.9-10.2.A-E, RI.11-12.1, W.11-12.2.A-E) Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter Statistical analysis of data Current events Tiered Lessons Flexible Grouping	<u>English Language Arts</u> (RI.9-10.1, W.9-10.2.A-E, RI.11-12.1, W.11-12.2.A-E) Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter Statistical analysis of data Current events Tiered Lessons Flexible Grouping	<u>English Language Arts</u> (RI.9-10.1, W.9-10.2.A-E, RI.11-12.1, W.11-12.2.A-E) Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter Statistical analysis of data Current events Tiered Lessons Flexible Grouping Project Based learning

	Project Based learning Compacting Multimedia presentations Open-ended writing responses Conclusions and analysis of exploratory activities Research reports Special Education/504: Provide modifications as dictated in the student's IEP/504 plan. Modify lesson as needed. Provide choices and extended time. Provide grouping or peer learning when appropriate. Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. Allow students to view a documentary on American sports culture to engage visual learners ELL: Use cooperative grouping.	Project Based learning Compacting Multimedia presentations Open-ended writing responses Conclusions and analysis of exploratory activities Research reports Special Education/504: Provide modifications as dictated in the student's IEP/504 plan. Modify lesson as needed. Provide choices and extended time. Provide grouping or peer learning when appropriate. Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. Provide students with a timeline of the early development of sports ELL: Use cooperative grouping. Provide written and oral	Compacting Multimedia presentations Open-ended writing responses Conclusions and analysis of exploratory activities Research reports Special Education/504: Provide modifications as dictated in the student's IEP/504 plan. Modify lesson as needed. Provide choices and extended time. Provide grouping or peer learning when appropriate. Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies. Allow students to view a documentary on inclusion in sports (e.g., Jackie Robinson and others) to engage visual learners ELL: Use cooperative grouping. Provide written and oral
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	Provide written and oral instructions in a variety of ways. Extend time for completing assignments. Use Google translate when appropriate. Provide students with a documentary on US sports with bilingual subtitles At Risk: Present rules and instructions in an informational rather than controlling manner. Give students opportunities to make choices (individually or as a group). Teach basic skills. Use effort and achievement rubrics. Assure students they can be successful. G&T: Engage students in an independent study of sports cultures in other countries	instructions in a variety of ways. Extend time for completing assignments. Use Google translate when appropriate. Provide students with a pictorial chart concerning the development of sports At Risk: Present rules and instructions in an informational rather than controlling manner. Give students opportunities to make choices (individually or as a group). Teach basic skills. Use effort and achievement rubrics. Assure students they can be successful. Encourage students to draw connections between modern sports and their early development G&T:	instructions in a variety of ways. Extend time for completing assignments. Use Google translate when appropriate. Provide students with a documentary with bilingual subtitles on an inclusion breakthrough in sports. At Risk: Present rules and instructions in an informational rather than controlling manner. Give students opportunities to make choices (individually or as a group). Teach basic skills. Use effort and achievement rubrics. Assure students they can be successful. Engage students with sports inclusion stories in the news. G&T:
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		Allow students to propose alternative projects on the early history of sports	Engage students in a debate over current inclusion issues in sports
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understandings and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: <i>Unit Title</i>	UNIT 4: <i>Legal Issues in Sports</i>	UNIT 5: <i>Sports Through Mass Media</i>	UNIT 6: <i>Organized Sports in America Today</i>
Number of Days	20 days	20 days	25days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	Social Studies: 6.1.12.A.1.b 6.2.12.D.3.d 6.2.12.A.5.c 6.3.12.A.1	Social Studies: 6.2.12.D.5.c 6.2.12.C.5.a 6.2.12.C.5.e English Language Arts	Social Studies: 6.2.12.D.5.c 6.2.12.C.5.a 6.2.12.C.5.e English Language Arts

	English Language Arts RL.11-12.1- 12.9 W.11-12.7.- 12.9 SL.11-12.1-6 RH.11-12.7.- 12.9 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.IML.2 9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.3 9.4.12.TL.4	RL.11-12.1- 12.9 W.11-12.7.- 12.9 SL.11-12.1-6 RH.11-12.7.- 12.9 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CT.2 9.4.12.CT.3 9.4.12.IML.2 9.4.12.IML.7 9.4.12.IML.8 9.4.12.IML.9 9.4.12.TL.3 9.4.12.TL.4	RL.11-12.1- 12.9 W.11-12.7.- 12.9 SL.11-12.1-6 RH.11-12.7.- 12.9 Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.12.CT.2 9.4.12.CT.3 9.4.12.IML.2 9.4.12.IML.7 9.4.12.TL.4
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American sports. Such	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American sports. Such	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American sports. Such

	knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across contemporary sports. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across contemporary sports. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. All students will demonstrate the	knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across contemporary sports. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. All students will demonstrate the
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	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	1. What were the early legal issues that arose in American Sports? 2. How did gambling evolve alongside sports? 3. What was the 1919 Black Sox scandal? How did it impact American sports? 4. How have steroids impacted American sports and sports throughout the world? 5. How have sports tried to fight the issue of steroid and drug use? 6. What are some modern legal issues facing American Sports?	1. How did the media cover early American sports? 2. How did the media evolve alongside sports? 3. How has sports impacted the media? 4. What is the relationship between sports and the mass media today?	1. What is the current status of sports in America and the world today? 2. How have these sports evolved over time? 3. How do modern sports impact society? 4. What is the societal status of the modern athlete? 5. What does the future hold for America's major sports? .

STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	1. Research Projects 2. Google Slide Presentations 3. Oral Presentations 4. Debates 5. Simulations 6. Primary Source Analysis 7. Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply	1. Research Projects 2. Google Slide Presentations 3. Oral Presentations 4. Debates 5. Simulations 6. Primary Source Analysis	1. Research Projects 2. Google Slide Presentations 3. Oral Presentations 4. Debates 5. Simulations 6. Primary Source Analysis

	insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.		
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i>	1. Reports 2. Tests/Quizzes 3. Media Analysis 4. Writing 5. Rubrics 6. Unit assessment 7. Final Exam	1. Reports 2. Tests/Quizzes 3. Media Analysis 4. Writing 5. Rubrics 6. Unit assessment 7. Final Exam	1. Reports 2. Tests/Quizzes 3. Media Analysis 4. Writing 5. Rubrics 6. Unit assessment 7. Final Exam
RESOURCES:	The DBQ Project Loc.gov AP Central Google Translate Newsela New Visions Nearpod	The DBQ Project Loc.gov AP Central Google Translate Newsela New Visions Nearpod	The DBQ Project Loc.gov AP Central Google Translate Newsela New Visions Nearpod

	History.com Facing History Genocide Watch PearDeck Archives.gov Edpuzzle Primary Sources Web Media Current Events Google Apps for Education Internet/Ipads/Computers	History.com Facing History Genocide Watch PearDeck Archives.gov Edpuzzle Primary Sources Web Media Current Events Google Apps for Education Internet/Ipads/Computers	History.com Facing History Genocide Watch PearDeck Archives.gov Edpuzzle Primary Sources Web Media Current Events Google Apps for Education Internet/Ipads/Computers
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.</i>			
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	1. Discuss the emergence of desegregation in sports 2. Analyze the development of drug use in sports 3. Research and examine the evolution of legal issues in sports. 4. Examine issues with early sports and debate themes taking different sides of issues	1. Discuss the emergence of mass media in sports 2. Analyze the development of sports in mass media 3. Research and examine the evolution of mass media in sports. 4. Examine issues with early sports and debate themes taking different sides of issues	1. Discuss the current status of sports in society today. 2. Analyze the current state of sports and modern athletes 3. Research and examine the evolution of modern sports 4. Examine issues with early sports and debate themes taking different sides of issues 5. Complete research assignments through analysis of

	5. Complete research assignments through analysis of primary and secondary source materials 6. Present and defend research on important topics from the time period. Suggested Topics 1. The 1919 Black Sox Scandal 2. Early American sports gambling 3. Sports gambling as big business 4. Steroids in Baseball 5. Should college athletes be paid	5. Complete research assignments through analysis of primary and secondary source materials 6. Present and defend research on important topics from the time period. Suggested Topics: 1. Early media and sports interactions 2. Evolution of sports media, ESPN, Olympics etc... 3. Sports and Media today 4. Cost of media in sports, Super Bowl Commercials etc..	primary and secondary source materials 6. Present and defend research on important topics from the time period. Suggested Topics: 1. Modern Sports 2. Sports and Society today 3. The modern athlete 4. Contemporary issues in sports 5. The future for sports in America and the world.
CROSS-CURRICULAR: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skillstechnology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	<u>English Language Arts</u> (RI.9-10.1, W.9-10.2.A-E, RI.11-12.1, W.11-12.2.A-E) • Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter	<u>English Language Arts</u> (RI.9-10.1, W.9-10.2.A-E, RI.11-12.1, W.11-12.2.A-E) • Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter	<u>English Language Arts</u> (RI.9-10.1, W.9-10.2.A-E, RI.11-12.1, W.11-12.2.A-E) • Discuss and respond to open-ended responses, conclusions, and analysis of exploratory activities in writing related to current events or the current subject matter

	Statistical analysis of data Current events Tiered Lessons Flexible Grouping Project Based learning Compacting Multimedia presentations Open-ended writing responses Conclusions and analysis of exploratory activities Research reports Special Education/504: Provide modifications as dictated in the student's IEP/504 plan. Modify lesson as needed. Provide choices and extended time. Provide grouping or peer learning when appropriate. Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies.	Statistical analysis of data Current events Tiered Lessons Flexible Grouping Project Based learning Compacting Multimedia presentations Open-ended writing responses Conclusions and analysis of exploratory activities Research reports Special Education/504: Provide modifications as dictated in the student's IEP/504 plan. Modify lesson as needed. Provide choices and extended time. Provide grouping or peer learning when appropriate. Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies.	Statistical analysis of data Current events Tiered Lessons Flexible Grouping Project Based learning Compacting Multimedia presentations Open-ended writing responses Conclusions and analysis of exploratory activities Research reports Special Education/504: Provide modifications as dictated in the student's IEP/504 plan. Modify lesson as needed. Provide choices and extended time. Provide grouping or peer learning when appropriate. Provide outlets for agitated students, such as cool-down zones, meditation techniques, or breathing strategies.
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	Break down legal terms in an anchor chart ELL: Use cooperative grouping. Provide written and oral instructions in a variety of ways. Extend time for completing assignments. Use Google translate when appropriate. Provide bilingual anchor chart of legal terms At Risk: Present rules and instructions in an informational rather than controlling manner. Give students opportunities to make choices (individually or as a group). Teach basic skills. Use effort and achievement rubrics. Assure students they can be successful.	Have students view a contemporary sports media broadcast ELL: Use cooperative grouping. Provide written and oral instructions in a variety of ways. Extend time for completing assignments. Use Google translate when appropriate. Have students view a subtitled version of a contemporary sports broadcast At Risk: Present rules and instructions in an informational rather than controlling manner. Give students opportunities to make choices (individually or as a group). Teach basic skills. Use effort and achievement rubrics. Assure students they can be	Provide students with concrete examples of modern sports stars ELL: Use cooperative grouping. Provide written and oral instructions in a variety of ways. Extend time for completing assignments. Use Google translate when appropriate. Allow students to examine sports stars in their native countries, as applicable At Risk: Present rules and instructions in an informational rather than controlling manner. Give students opportunities to make choices (individually or as a group). Teach basic skills. Use effort and achievement rubrics. Assure students they can be
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	Present students with news stories on current legal issues in sports. G&T: Engage students in an independent study of current legal topics in sports.	successful. Connect learning to sports broadcasts students might follow G&T: Engage students in a mock sports broadcast of an Elmwood Park sporting event	successful. Engage students with sports stars of interest G&T: Allow students to propose alternative projects on sports today
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