

Sports Reading/Sports Writing Overview (12th Grade ½ Year Elective)

Course Description	<p>The Massachusetts Curriculum Framework for English Language Arts in Grade 12 includes standards organized under the categories of <i>Reading Informational Texts</i>, <i>Reading Literary Texts</i>, <i>Writing</i>, <i>Speaking & Listening</i>, and <i>Language</i>. Sports Writing / Sports Reading, a half-year course, will address multiple standards under all five of these categories. In terms of standards that fall under <i>Reading Informational Texts</i>, students will spend quite a bit of time reading nonfiction selections of varying length by a diverse range of writers. Selections will explore a variety of sports-related topics, and students will explore differences between reporting, opinion pieces, human interest stories, and biography. While students' reading of fiction may be somewhat limited in this course, we will address standards related to <i>Reading Literary Texts</i> as we explore a selection of poetry and several short stories with connections to sports. Students will also have the option to read extended works of fiction related to sports. <i>Writing</i> standards will be incorporated as students engage in such assignments as game reporting, interviews, current events, opinion pieces, research, and even writing narratives or poetry that tie into the world of sports. <i>Speaking & Listening</i> standards will be addressed as students engage in small-group and whole-class discussions and debates, both formal and informal. Individual or small-group presentations may take place as well. <i>Language</i> standards will guide the work of students, conventions of standard English grammar and usage will continue to be reviewed and reinforced, and elements of language will be explored as a way to shape style and achieve purpose.</p> <p>Formative and summative assessments will include minor / major written assignments, presentations, quizzes, and a variety of homework assignments. All students taking this course will receive differentiation and scaffolded support to meet their individual learning needs. Technology also plays a significant role in this course, as the students may engage with online, interactive materials and most assignments will be completed and submitted online.</p>
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Unit/Term Name: College Essay (Q1 Only)	
Essential Questions	<p><i>A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:</i></p> <ul style="list-style-type: none"> ● What is the definition of sport? ● How do sports influence society?

	<ul style="list-style-type: none"> • How does society influence sports? • What roles should be expected of professional sports athletes? Should they be held to a higher moral standard?
Skills/Standards/Topics	<p style="text-align: right;"><u>Priority Standards Covered</u></p> <p><u>READING LITERARY TEXTS</u></p> <p><i>-Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)(RL.11-12.3)</i></p> <p><i>-Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.(RL.11-12.5)</i></p> <p><u>WRITING</u></p> <p><i>-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.(W.11-12.3)</i></p> <p><i>-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)(W.11-12.4)</i></p> <p><i>-Develop and 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.(W.11-12.5)</i></p> <p><u>SPEAKING & LISTENING</u></p> <p><i>-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)</i></p> <p><u>LANGUAGE</u></p> <p><i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) (L.11-12.1)</i></p> <p><i>-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.11-12.2)</i></p> <p><i>-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.(L.11-12.3)</i></p>
Resources	<p><u>EmPOWER Writing Program</u>- Writing process, organization and development</p> <p><u>CommonLit</u>- Standards Based Reading Comprehension</p> <p><u>Membean</u>- Differentiated Vocabulary Development</p> <p>Common Writing Rubrics:</p> <p><u>Narrative Writing Rubric</u></p>

[Informative/Explanatory Writing Rubric](#)
[Argumentative Writing Rubric](#)

Unit/Term Name: Poetry in Sport

Essential Questions

A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:

- What is the definition of sport?
- How do sports influence society?
- How does society influence sports?
- What roles should be expected of professional sports athletes? Should they be held to a higher moral standard?

Skills/Standards/Topics

Priority Standards Covered

READING LITERARY TEXTS

-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (RL. 11-12.1)

-Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.(RL.11-12.2)

-Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)(RL.11-12.3)

WRITING

-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.(W.11-12.3)

-Develop and 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.(W.11-12.5)

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)

-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.(SL.11-12.6)

LANGUAGE

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(L.11-12.5)

Resources

[EmPOWER Writing Program](#)- Writing process, organization and

development
[CommonLit](#)- Standards Based Reading Comprehension
[Membean](#)- Differentiated Vocabulary Development

Common Writing Rubrics:

[Narrative Writing Rubric](#)
[Informative/Explanatory Writing Rubric](#)
[Argumentative Writing Rubric](#)

Unit/Term Name: Sports Short Stories

Essential Questions

A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:

- What is the definition of sport?
- How do sports influence society?
- How does society influence sports?
- What roles should be expected of professional sports athletes? Should they be held to a higher moral standard?

Skills/Standards/Topics

Priority Standards Covered

READING LITERARY TEXTS

-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain (RL. 11-12.1)

-Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.(RL.11-12.2)

-Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)(RL.11-12.3)

-Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.(RL.11-12.5)

WRITING

-Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.(W.11-12.3)

-Develop and 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.(W.11-12.5)

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12

	<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)</p> <p>-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.(SL.11-12.6)</p> <p><u>LANGUAGE</u></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(L.11-12.5)</p>
Resources	<p>EmPOWER Writing Program- Writing process, organization and development</p> <p>CommonLit- Standards Based Reading Comprehension</p> <p>Membean- Differentiated Vocabulary Development</p> <p>Common Writing Rubrics:</p> <p>Narrative Writing Rubric</p> <p>Informative/Explanatory Writing Rubric</p> <p>Argumentative Writing Rubric</p>

Unit/Term Name: Game Stories	
Essential Questions	<p><i>A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:</i></p> <ul style="list-style-type: none"> • What is the definition of sport? • How do sports influence society? • How does society influence sports? • What roles should be expected of professional sports athletes? Should they be held to a higher moral standard?
Skills/Standards/Topics	<p><u>Priority Standards Covered</u></p> <p><u>READING INFORMATIONAL TEXTS</u></p> <p>-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.(RI.11-12.1)</p> <p>-Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.(RI.11-12.3)</p> <p>-Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)(RI.11-12.4)</p> <p>-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission) (RI.11-12.6)</p> <p><u>WRITING</u></p> <p>-Write informative /explanatory texts (e.g., essays, oral reports, biographical</p>

feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2)

-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)(W.11-12.4)

-Develop and 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. (W.11-12.5)

Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6)

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.11-12.1)

LANGUAGE

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) (L.11-12.1)

-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2)

-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.11-12.3)

-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (L.11-12.4)

Resources

[EmPOWER Writing Program](#)- Writing process, organization and development

[CommonLit](#)- Standards Based Reading Comprehension

[Membean](#)- Differentiated Vocabulary Development

Common Writing Rubrics:

[Narrative Writing Rubric](#)

[Informative/Explanatory Writing Rubric](#)

[Argumentative Writing Rubric](#)

Unit/Term Name: Human Interest Stories

Essential Questions

A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:

- What is the definition of sport?
- How do sports influence society?
- How does society influence sports?
- What roles should be expected of professional sports athletes? Should they be held to a higher moral standard?

Skills/Standards/Topics

Priority Standards Covered

READING INFORMATIONAL TEXTS

-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)

-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. (RI.11-12.2)

-Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.) (RI.11-12.4)

-Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging. (RI.11-12.5)

-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission) (RI.11-12.6)

WRITING

- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed. (W.11-12.9)

-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10)

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)

LANGUAGE

-Determine or clarify the meaning of unknown and multiple-meaning words and

	<p><i>phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (L.11-12.4)</i></p> <p><i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(L.11-12.5)</i></p>
Resources	<p>EmPOWER Writing Program- Writing process, organization and development</p> <p>CommonLit- Standards Based Reading Comprehension</p> <p>Membean- Differentiated Vocabulary Development</p> <p>Common Writing Rubrics:</p> <p>Narrative Writing Rubric</p> <p>Informative/Explanatory Writing Rubric</p> <p>Argumentative Writing Rubric</p>

Unit/Term Name: Persuasive Writing (Sports Debates)	
Essential Questions	<p><i>A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:</i></p> <ul style="list-style-type: none"> • What is the definition of sport? • How do sports influence society? • How does society influence sports? • What roles should be expected of professional sports athletes? Should they be held to a higher moral standard?
Skills/Standards/Topics	<p style="text-align: center;"><u>Priority Standards Covered</u></p> <p><u>READING INFORMATIONAL TEXTS</u></p> <p><i>-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.(RI.11-12.1)</i></p> <p><i>-Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.(RI.11-12.3)</i></p> <p><i>-Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)(RI.11-12.4)</i></p> <p><i>-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission) (RI.11-12.6)</i></p> <p><u>WRITING</u></p> <p><i>-Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.(W.11-12.1)</i></p> <p><i>-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)(W.11-12.4)</i></p>

-Develop and 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.(W.11-12.5)

-Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.(W.11-12.6)

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.11-12.1)

-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.) (L.11-12.4)

-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(L.11-12.5)

LANGUAGE

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) (L.11-12.1)

-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.11-12.2)

-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.(L.11-12.3)

-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (L.11-12.4)

Resources

[EmPOWER Writing Program](#)- Writing process, organization and development

[CommonLit](#)- Standards Based Reading Comprehension

[Membean](#)- Differentiated Vocabulary Development

Common Writing Rubrics:

[Narrative Writing Rubric](#)

[Informative/Explanatory Writing Rubric](#)

[Argumentative Writing Rubric](#)

Unit/Term Name: Extreme Sports

Essential Questions

A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:

- What is the definition of sport?
- How do sports influence society?
- How does society influence sports?
- What roles should be expected of professional sports athletes? Should they be held to a higher moral standard?

Skills/Standards/Topics

Priority Standards Covered

READING INFORMATIONAL TEXTS

-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)

-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. (RI.11-12.2)

-Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.) (RI.11-12.4)

-Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging. (RI.11-12.5)

-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission) (RI.11-12.6)

WRITING

- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed. (W.11-12.9)

-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10)

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)

LANGUAGE

-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (L.11-12.4)

-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5)

Resources	<p>EmPOWER Writing Program- Writing process, organization and development</p> <p>CommonLit- Standards Based Reading Comprehension</p> <p>Membean- Differentiated Vocabulary Development</p> <p>Common Writing Rubrics:</p> <p>Narrative Writing Rubric</p> <p>Informative/Explanatory Writing Rubric</p> <p>Argumentative Writing Rubric</p>
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Unit/Term Name: Olympic Moments	
Essential Questions	<p><i>A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:</i></p> <ul style="list-style-type: none"> • What is the definition of sport? • How do sports influence society? • How does society influence sports? • What roles should be expected of professional sports athletes? Should they be held to a higher moral standard?
Skills/Standards/Topics	<p style="text-align: center;"><u>Priority Standards Covered</u></p> <p><u>READING INFORMATIONAL TEXTS</u></p> <p>-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)</p> <p>-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. (RI.11-12.2)</p> <p>-Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.) (RI.11-12.4)</p> <p>-Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging. (RI.11-12.5)</p> <p>-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission) (RI.11-12.6)</p> <p><u>WRITING</u></p> <p>-Write informative /explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2)</p> <p>-Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6)</p>

-Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W. 11-12.7)

-When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W. 11-12.8) .

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.11-12.1)

-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.) (L.11-12.4)

-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5)

LANGUAGE

-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) (L.11-12.1)

-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2)

-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.11-12.3)

-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (L.11-12.4)

Resources

[EmPOWER Writing Program](#)- Writing process, organization and development

[CommonLit](#)- Standards Based Reading Comprehension

[Membean](#)- Differentiated Vocabulary Development

Common Writing Rubrics:

[Narrative Writing Rubric](#)

[Informative/Explanatory Writing Rubric](#)

[Argumentative Writing Rubric](#)

Unit/Term Name: Sure, But Is It a Sport?

Essential Questions

A variety of the following essential questions will be covered to accompany selected texts and units throughout the course of the year:

- What is the definition of sport?
- How do sports influence society?
- How does society influence sports?
- What roles should be expected of professional sports athletes? Should they be held to a higher moral standard?

Skills/Standards/Topics

Priority Standards Covered

READING INFORMATIONAL TEXTS

-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)

-Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. (RI.11-12.2)

-Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.) (RI.11-12.4)

-Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging. (RI.11-12.5)

-Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission) (RI.11-12.6)

WRITING

- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed. (W.11-12.9)

-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W.11-12.10)

SPEAKING & LISTENING

-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)

-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language

	<p><i>Standards 4–6 for specific expectations regarding vocabulary.) (L.11-12.4)</i></p> <p><i>-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(L.11-12.5)</i></p> <p><u>LANGUAGE</u></p> <p><i>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) (L.11-12.1)</i></p> <p><i>-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(L.11-12.2)</i></p> <p><i>-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.(L.11-12.3)</i></p> <p><i>-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (L.11-12.4)</i></p>
Resources	<p>EmPOWER Writing Program- Writing process, organization and development</p> <p>CommonLit- Standards Based Reading Comprehension</p> <p>Membean- Differentiated Vocabulary Development</p> <p>Common Writing Rubrics:</p> <p>Narrative Writing Rubric</p> <p>Informative/Explanatory Writing Rubric</p> <p>Argumentative Writing Rubric</p>

Core Texts	<p><i>A variety of these texts will be used throughout the year to accompany various units and essential questions.</i></p> <p>A wide variety of relevant current articles and multi-media selected by the teacher from sources such as <i>Boston Globe</i> and <i>New York Times</i> as well as other sources.</p>
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