

**RUTHERFORD PUBLIC SCHOOLS**

**ENGLISH LANGUAGE ARTS**

**SPORTS IN LITERATURE  
CURRICULUM**

**2016**

**Approved by the Rutherford Board of Education  
January 25, 2016**

**Revision to Remove CCSS and Replace with NJSL  
Approved by the RBOE: November 14, 2016**

## INTRODUCTION

This semester long class will focus on the connection between sports and literature. The competition, spectacle, personal struggle, and exaggerated personalities so characteristic of those involved in sports provide the perfect backdrop to look deeply into human nature and create literature that transcends sports itself.

Themes studied will include leadership and character, definitions of success and failure, hero worship, rivalries, and jinxes and fate. Novels will include but are not limited to, *Friday Night Lights* by H.G. Bissinger, *The Great Santini*, and *My Losing Season* by Pat Conroy and *The Natural* by Bernard Malamud. Short stories and articles will also be included.

Interdisciplinary curriculum coordination is possible with other departments of the school. Throughout the year, students may use resources from these departments in order to complete various assignments.

Sports in Literature is an elective. It does not fulfill the English graduation requirement.

## NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLs may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

## COURSE OUTLINE

- History of organized sports
- Physical and mental reasons that people participate in sports
- Physical and mental benefits for people that participate in sports
- History of literature about sports
- Prevalent themes in sports literature
  - Leadership and character
    - Definitions of success and failure
  - Hero worship
  - Rivalries
  - Jinxes and fate

Novels, short stories and articles will be read and students will be able to apply individual

themes listed above to each selection coherently in typed well-written 2-3 page essays, using specific examples and quotes in MLA style, to illustrate the themes.

### **PROFICIENCY LEVELS**

Sports In Literature is designed for students in Grades 10-12. No prerequisite is required.

### **METHODS OF ASSESSMENT**

Student progress and achievements are assessed through a variety of evaluative techniques that include, but are not limited to, the following items:

- Peer, Teacher, and Self Evaluation
- Tests
- Quizzes
- Homework
- Classwork
- Class Participation
- Writing Assignments
- Individual Projects, Presentations and Reports
- Group Projects, Presentations and Reports
- Technology Projects
- Journals/Blogs
  
- Teacher/Curriculum Assessment will be conducted according to the following statement:
  - Throughout the year the teacher will provide the language arts supervisor with suggestions for improving and changing the curriculum in regard to meeting the course objectives and how they align to state standards.
  
- Final Exam
  - The final exam administered at the end of the course is worth 20% of each student's final grade, as per Board policy. The content of this exam is determined by the individual teacher, and may include material from the first two quarters, although emphasis is to be placed on the latter half of the course content.

### **GROUPING**

Sports In Literature is a heterogeneously grouped class; therefore, no level placement criteria apply to this course.

### **ARTICULATION/SCOPE & SEQUENCE/TIME FRAME**

Sports In Literature is a one-semester course open to students in Grades 10, 11, and/or 12.

### **RESOURCES**

- Internet articles and various websites
  - Students are encouraged to use print materials from the Internet on various topics

related to Sports in Literature selections that can enhance the curriculum with the approval of the administration.

- Technology
  - Students are expected to use technological equipment in order to produce a research essay approved by the teacher. Students also encouraged to make full use of technological resources for research-based projects and to supplement the literature and articles read in class.
- Supplies/Materials
  - Students must have abundant access to print media, electronic media and the Internet. DVDs on various aspects of sports and writers of books about sports are to be used with teacher discretion.
- Texts
  - Text selections are subject to change based upon text availability, student interest level, and events occurring in the world of sports.
    - *Friday Night Lights* by H.G. Bissinger,
    - *The Great Santini* by Pat Conroy
    - *My Losing Season* by Pat Conroy
    - *The Natural* by Bernard Malamud
- Supplemental Readings
  - Supplemental readings may consist of any media related to course content to be used with teacher discretion and/or supervisor approval.

## METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

### **SUGGESTED ACTIVITIES**

- Keep a Reader Reaction Journal
- Create a Research Paper in MLA format on a book approved by teacher
- Analyze a Film Genre with ties to sports and relate themes to literature read.

### **INTERDISCIPLINARY CONNECTIONS**

Sports In Literature has virtually unlimited possibilities for interdisciplinary connections, such as history, physical education, and psychology.

### **DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

#### Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

#### Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

#### English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

#### **PROFESSIONAL DEVELOPMENT**

The teacher(s) will continue to improve her/his expertise through participation in a variety of professional development opportunities as provided by the Board of Education and other organizations. Updating one's knowledge of teaching strategies for Sports In Literature will be a primary goal of professional development for the teacher(s).

**CURRICULUM MAP**

<b>September /February</b>	<b>October /March</b>	<b>November /April</b>	<b>December /May</b>	<b>January /June</b>
Background to Sports and Literature  Introduce themes: leadership and character, definitions of success and failure, hero worship, rivalries, and jinxes and fate  Read and discuss Bissinger's novel <i>Friday Night Lights</i>  In Class Essays  Writing Essay 1	Read and discuss Short Story Unit Response Paper  Read, discuss and apply themes to Conroy's novel <i>The Great Santini</i>  Reading selections from internet  Writing Reader Response Essay  Writing Essay 2	Read, discuss and apply themes to Conroy's <i>My Losing Season</i>  Writing Reader Response Essay  Writing Essay 3	Read, discuss and apply themes to Malamud's <i>The Natural</i>  Writing Reader Response Essay  Reading selections about American Icons in Baseball  Writing Reader Response Essay  Writing Essay 4	Read, discuss and apply themes to teacher approved novel of their choice  Writing MLA format Research Paper on novel of choice  Editing/ Revising Skills Assessment