

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Sports Reporting	Grade Level: 9-12		
Estimated Time: 10 Days	Level/Track: Elective	Date Approved: 08/27/2018	
PA Academic Standards	Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>English/Language Arts Standards 1.2 Reading Informational Texts CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>What distinguishes sports reporting from other types of writing?</p> <p>How does the structure of a sports story intended to create a connection with the audience?</p> <p>What place does sports jargon have in sports reporting?</p>	<ul style="list-style-type: none"> Direct instruction Class discussion Discuss in small groups the effectiveness of the school paper’s sports coverage Analyze the stories on the sports pages of the school paper Make a list of the elements in the stories that differ from straight news writing Categorize the different types of sports coverage in the school paper by labeling each type of story Find and clip an example of each of the different types of sports stories; label each example and file it in a folder for future reference From the <i>AP Style Book</i>, prepare a list of the 12 most recognized sports terms per high school sport; define each term Choose a sport, cover a game, and then write a list of appropriate questions for both the coach and the captain(s) Interview the coach, captain(s) and another team player; write a story using the appropriate language of that particular sport Locate a sports story in a local newspaper and perform a critical evaluation of the article 	<ul style="list-style-type: none"> Written report Oral report Teacher observation of student’s participation in discussion Student written critique of a sports story based on structure, content, and purpose Objective assessment based on definitions and lecture material Student-written sports story, emulating the style and language of one type of sports story/sports writer from sports folder Objective assessment on the most common sports terminology On-going assessment of sports language as applied to sports stories written for publication in the school paper Ongoing publication of sports related stories in the online newspaper Assess student critical evaluation using a rubric
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<p>1.4 Writing</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.T 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.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and</p>			
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<p>update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.V 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. CC.1.4.11–12.W 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. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p>			
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