

# Audubon Public Schools



Grade 10-12: History of Sports and The Worth of The Game

Curriculum Guide

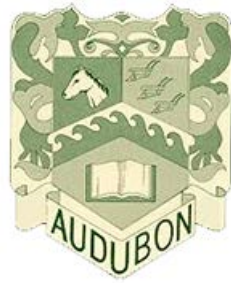
Developed by:

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## Course Description

Grade 10-12: History of Sports and The Worth of The Game

This course will focus on the role sports have played and continue to play in American life. The course will cover a time period from the mid-nineteenth century to present day. Various activities will enable students to acquire skills to analyze how sports have shaped our past and present heritage here in the United States. Focus will be on sports as a reflection of our social, political, cultural and economical make-up and its ability to affect and shape our institutions. Particular attention will be given to social class, race, ethnicity, gender, community, technology, as well as commercialization and the media. An emphasis will be placed on the development of critical thinking and analysis with the opportunity for real life evaluation of modern sports.

## Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.3</li> <li>● 6.1.2.Geo.HE.2</li> <li>● 6.1.4.A.3</li> <li>● 6.1.P.D.1</li> <li>● 6.1.2.Geo.HE.3</li> <li>● 6.1.2.EconET.1</li> <li>● 6.1.2.EconET.5</li> <li>● 6.1.2.HistoryUP.2</li> <li>● 6.1.5.CivicsPD.3</li> <li>● 6.1.5.CivicsDP.3</li> <li>● 6.1.5.GeoPP.1</li> <li>● 6.1.4.D.2</li> <li>● 6.1.4.D.13-16</li> <li>● 6.1.8.D.2.B</li> <li>● 6.1.12.D.3.b</li> <li>● 6.1.12.A.5.b</li> <li>● 6.1.12.D.5.c</li> <li>● 6.3.4.A.1</li> <li>● 6.3.4.B.1</li> <li>● 6.3.4.D.1</li> </ul>	<ul style="list-style-type: none"> <li>● RH.9-10.1</li> <li>● RH.9-10.2</li> <li>● RH.9-10.7</li> <li>● RH.6-8.1</li> <li>● RH.6-8.2</li> <li>● WHST.9-10.4</li> <li>● WHST.6-8.2</li> <li>● NJLSA. W4</li> <li>● NJLSA. SL1-3</li> </ul>
Unit 2	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.3</li> <li>● 6.1.4.D.13-16</li> <li>● 6.1.2.HistoryUP.3</li> <li>● 6.1.5.CivicsPD.3</li> <li>● 6.1.4.A.3</li> <li>● 6.1.5.GeoPP.1</li> </ul>	<ul style="list-style-type: none"> <li>● RH.9-10.1</li> <li>● RH.9-10.2</li> <li>● RH.9-10.7</li> <li>● RH.6-8.1</li> <li>● RH.6-8.2</li> <li>● WHST.9-10.4</li> </ul>

		<ul style="list-style-type: none"> <li>● WHST.6-8.2</li> <li>● NJSLSA. W4</li> <li>● NJSLSA. SL1</li> </ul>
Unit 3	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.3</li> <li>● 6.1.4.D.13-16</li> <li>● 6.1.2.HistoryUP.3</li> <li>● 6.1.5.CivicsPD.3</li> <li>● 6.1.4.A.3</li> <li>● 6.1.5.GeoPP.1</li> <li>● 6.1.4.A.1</li> </ul>	<ul style="list-style-type: none"> <li>● RH.9-10.1</li> <li>● RH.9-10.2</li> <li>● RH.9-10.7</li> <li>● RH.6-8.1</li> <li>● RH.6-8.2</li> <li>● WHST.9-10.4</li> <li>● WHST.6-8.2</li> <li>● NJSLSA. W4</li> <li>● NJSLSA. SL1</li> </ul>
Unit 4	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.3</li> <li>● 6.1.4.D.13-16</li> <li>● 6.1.2.HistoryUP.3</li> <li>● 6.1.5.CivicsPD.3</li> <li>● 6.1.4.A.3</li> <li>● 6.1.5.GeoPP.1</li> </ul>	<ul style="list-style-type: none"> <li>● RH.9-10.1</li> <li>● RH.9-10.2</li> <li>● RH.9-10.7</li> <li>● RH.6-8.1</li> <li>● RH.6-8.2</li> <li>● WHST.9-10.4</li> <li>● WHST.6-8.2</li> <li>● NJSLSA. W4</li> <li>● NJSLSA. SL1</li> </ul>

<b>Sports and Worth</b>	<b>Grade 10-12</b>	<b>Unit 1</b>	<b>Marking Period 1</b>
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<b>Focus Indicator</b>	
6.1.2.CivicsCM .3	<ul style="list-style-type: none"> <li>● Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>
6.1.2.Geo.HE.2	<ul style="list-style-type: none"> <li>● Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</li> </ul>
6.1.4.A.3	<ul style="list-style-type: none"> <li>● Demonstrate appropriate behavior when collaborating with others.</li> </ul>
6.1.P.D.1	<ul style="list-style-type: none"> <li>● Describe characteristics of oneself, one’s family, and others.</li> </ul>
6.1.2.Geo.HE.3	<ul style="list-style-type: none"> <li>● Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</li> </ul>
6.1.2.EconET.1	<ul style="list-style-type: none"> <li>● Explain the difference between needs and wants.</li> </ul>
6.1.2.EconET.5	<ul style="list-style-type: none"> <li>● Describe how local and state governments make decisions that affect individuals and the community.</li> </ul>
6.1.2.HistoryUP .2	<ul style="list-style-type: none"> <li>● Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture</li> </ul>
6.1.2.HistoryUP .3	<ul style="list-style-type: none"> <li>● Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> </ul>
6.1.5.CivicsPD. 3	<ul style="list-style-type: none"> <li>● Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>
6.1.5.CivicsDP. 3	<ul style="list-style-type: none"> <li>● Describe the role of religious freedom and participatory government in various North American colonies.</li> </ul>
6.1.5.GeoPP.1	<ul style="list-style-type: none"> <li>● Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> </ul>

6.1.4.D.2	<ul style="list-style-type: none"> <li>● Demonstrate an understanding of family roles and traditions.</li> </ul>
6.1.4.D.13-16	<ul style="list-style-type: none"> <li>● Describe how culture is expressed through and influenced by the behavior of people.</li> <li>● Trace how the American identity evolved over time.</li> <li>● Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> <li>● Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li> </ul>
6.1.8.D.2.B	<ul style="list-style-type: none"> <li>● Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</li> </ul>
6.1.12.D.3.b	<ul style="list-style-type: none"> <li>● Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</li> </ul>
6.1.12.A.5.b	<ul style="list-style-type: none"> <li>● Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</li> </ul>
6.1.12.D.5.c	<ul style="list-style-type: none"> <li>● Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</li> </ul>
6.3.4.A.1	<ul style="list-style-type: none"> <li>● Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</li> </ul>
6.4.3.A.3	<ul style="list-style-type: none"> <li>● Select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> </ul>
6.3.4.B.1	<ul style="list-style-type: none"> <li>● Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</li> </ul>
6.3.4.D.1	<ul style="list-style-type: none"> <li>● Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>
<b>Companion Standards</b>	

RL.9-10.1	<ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> </ul>
RL.9-10.2	<ul style="list-style-type: none"> <li>● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</li> </ul>
RL.9-10.7	<ul style="list-style-type: none"> <li>● Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> </ul>
RI.9-10.2	<ul style="list-style-type: none"> <li>● Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</li> </ul>
NJSLSA. W4	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
NJSLSA. SL1-3	<ul style="list-style-type: none"> <li>● Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Open Debate</li> <li>● Group Work</li> <li>● Quick Writing</li> <li>● Pop Do-Nows</li> <li>● Sports Story of the Week</li> <li>● Video (Guided Questions)</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-Modern and Modern Sport Quiz</li> <li>● Socio-economic Factor Quiz</li> <li>● Technological Advances Quiz</li> <li>● Political Cartoon Analysis</li> <li>● Kit Burns Analysis</li> <li>● Rule Change Project</li> </ul>



Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> <li>● Political Cartoons (early American sport)</li> <li>● Pre-modern Sport video</li> <li>● Oxford Handbook of Sports History Textbook</li> <li>● American Sports: From the Age of Folk Games to Televised Sports</li> <li>● The Games They Played: Sports in American History 1865-1980</li> <li>● Kit Burns <a href="https://en.wikipedia.org/wiki/Kit_Burns">https://en.wikipedia.org/wiki/Kit_Burns</a></li> <li>● Anglo-American Blood Sports- 1776-1889: A Study of Changing Morals <a href="https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=2462&amp;context=theses">https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=2462&amp;context=theses</a></li> <li>● <a href="https://www.google.com/search?q=how+to+create+news+paper+format+on+google+docs&amp;rlz=1C1GCEU_enUS876US876&amp;oq=how+to+create+news+paper+format+on+go&amp;aqs=chrome..69i57j33.8229j0j7&amp;sourceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on#kpvalbx=kFMDX77vJLCEytMP34m50As41">https://www.google.com/search?q=how+to+create+news+paper+format+on+google+docs&amp;rlz=1C1GCEU_enUS876US876&amp;oq=how+to+create+news+paper+format+on+go&amp;aqs=chrome..69i57j33.8229j0j7&amp;sourceid=chrome&amp;ie=UTF-8&amp;safe=active&amp;ssui=on#kpvalbx=kFMDX77vJLCEytMP34m50As41</a> (Creating a newspaper)</li> <li>● <a href="https://twitter.com/JasonSpray/status/1264736995659657216?s=09">https://twitter.com/JasonSpray/status/1264736995659657216?s=09</a> (Ozzie Smith appreciation tweet video)</li> <li>● <a href="https://www.si.com/mlb/2016/09/21/chipper-jones-braves-mets-mike-piazza-home-run-september-11-attack">https://www.si.com/mlb/2016/09/21/chipper-jones-braves-mets-mike-piazza-home-run-september-11-attack</a> (Chipper Jones-Braves v Mets 2001)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.forbes.com/sites/leighsteinberg/2018/07/28/what-defines-a-sport/#455c4d692d66">https://www.forbes.com/sites/leighsteinberg/2018/07/28/what-defines-a-sport/#455c4d692d66</a> (What Defines A “Sport”?)</li> <li>● <i>Time Magazine</i></li> <li>● <i>Atlas Obscura (Rat Pits)</i> <a href="https://www.atlasobscura.com/places/harry-jenning-s-rat-pit-of-the-five-points">https://www.atlasobscura.com/places/harry-jenning-s-rat-pit-of-the-five-points</a></li> <li>● <a href="https://infamousnewyork.com/2013/10/22/kit-burns-rat-pit/">https://infamousnewyork.com/2013/10/22/kit-burns-rat-pit/</a></li> <li>● <a href="https://www.asPCA.org/animal-cruelty/other-animal-issues/cockfighting">https://www.asPCA.org/animal-cruelty/other-animal-issues/cockfighting</a></li> <li>● <a href="https://www.youtube.com/watch?v=QazSlGy4HOA">https://www.youtube.com/watch?v=QazSlGy4HOA</a> (Cock Fighting Breeder)</li> <li>● <a href="https://www.youtube.com/watch?v=rWO4mtLlOZQ">https://www.youtube.com/watch?v=rWO4mtLlOZQ</a> (Bull Baiting)</li> <li>● <a href="https://www.youtube.com/watch?v=_5lZAQNbnfw">https://www.youtube.com/watch?v=_5lZAQNbnfw</a> -Secret world of Horse Racing</li> <li>● <a href="https://www.thoughtco.com/bare-knuckles-boxing-1773995">https://www.thoughtco.com/bare-knuckles-boxing-1773995</a> (Bare Knuckle Boxing)</li> <li>● <a href="https://allthatsinteresting.com/bill-the-butcher">https://allthatsinteresting.com/bill-the-butcher</a> (Bill the Butcher)</li> <li>● <a href="https://www.youtube.com/watch?v=sgaphoX4IY4">https://www.youtube.com/watch?v=sgaphoX4IY4</a> (John L. Sullivan Doc.)</li> <li>● <a href="https://www.latimes.com/archives/la-xpm-1989-07-08-sp-2705-story.html">https://www.latimes.com/archives/la-xpm-1989-07-08-sp-2705-story.html</a> (Sullivan/Kilrain Final Fight (75 Rounds))</li> <li>● <a href="https://www.vice.com/en_us/article/mbpbn/bareknuckle-boxing-meets-mma-in-calcio-storico-vvos-rivals">https://www.vice.com/en_us/article/mbpbn/bareknuckle-boxing-meets-mma-in-calcio-storico-vvos-rivals</a> (Vice- Calcio)</li> <li>● <a href="https://www.youtube.com/watch?v=agkUPzyMbGg">https://www.youtube.com/watch?v=agkUPzyMbGg</a> (Vice- First Bare Knuckle World Championship (*Curse words*))</li> <li>● <a href="https://www.youtube.com/watch?v=q5nnWihSeN8">https://www.youtube.com/watch?v=q5nnWihSeN8</a> (History of Baseball video)</li> <li>● <a href="https://www.britannica.com/sports/baseball">https://www.britannica.com/sports/baseball</a> (History of Baseball)</li> <li>● <a href="https://www.youtube.com/watch?v=BpzVCVXB0Uk">https://www.youtube.com/watch?v=BpzVCVXB0Uk</a> (Moses Fleetwood Walker)</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="https://www.pbs.org/wgbh/theymadeamerica/whomade/spalding_hi.html">https://www.pbs.org/wgbh/theymadeamerica/whomade/spalding_hi.html</a> (Albert G. Spalding)</li> <li>● <a href="https://sabr.org/bioproj/person/al-spalding/">https://sabr.org/bioproj/person/al-spalding/</a> (Spalding)</li> <li>● <a href="http://www.thisgreatgame.com/1901-baseball-history.html">http://www.thisgreatgame.com/1901-baseball-history.html</a> (National League/American League)</li> <li>● <a href="https://www.youtube.com/watch?v=LiDULxPh0hU">https://www.youtube.com/watch?v=LiDULxPh0hU</a> (Soul of the Game- Satchel Paige Movie)</li> <li>● <a href="https://www.facebook.com/5768707450/posts/10158249661372451/?sfnsn=mo&amp;d=n&amp;vh=e">https://www.facebook.com/5768707450/posts/10158249661372451/?sfnsn=mo&amp;d=n&amp;vh=e</a> (Feel good baseball video)</li> <li>● <a href="https://www.espn.com/mlb/story/_/id/14502743/the-night-mike-piazza-became-hall-famer">https://www.espn.com/mlb/story/_/id/14502743/the-night-mike-piazza-became-hall-famer</a> (Piazza's 9/11 impact)</li> <li>● 42 - Jackie Robinson Movie</li> <li>● 61- Mickey Mantle and Roger Maris Movie</li> <li>● Moneyball - Movie on Analytics and The Oakland Athletics</li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Informational reading in social studies.</li> <li>● Informational writing in social studies using similar structures.</li> <li>● Public Speaking (presentation on unit)</li> <li>● Pre-Modern vs. Modern Sports poster</li> <li>● Consistent Academic Language</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Explain the difference between sports and Sport History.</li> <li>● The pre-modern age of sports and comparison to current sport.</li> <li>● Chronology of sports in a brief overview.</li> <li>● Primary vs. secondary sources and discuss the uses and limitations of each.</li> <li>● Understand how the theory of Social Darwinism affected the masses.</li> <li>● Operation of past sports such as harness racing, boxing, rat pits, and marathoning.</li> <li>● Brutality and emotion and its effects.</li> </ul>	<ul style="list-style-type: none"> <li>● How can we define what is a pre-modern or a modern sport?</li> <li>● What are the differences or similarities between pre-modern and modern sports in America?</li> <li>● What caused pre-modern sports to be disorganized and often brutal?</li> <li>● How did socio-economic facts give rise to modern sport?</li> <li>● How did technological advances give rise to modern sport?</li> <li>● What allowed pre-modern and modern sports to co-exist into the early twentieth century?</li> <li>● How did animals play a role in sport and what is the change from then until now?</li> </ul>

- The role animals played in pre-modern sport.
- Particular famous people and location in pre-modern sport.
- Understand the importance of YMCA on modern sports and society.
- Determine the origins of Baseball and the advancement of early stages of amateur to professional leagues.
- Examine the rule changes in the game of baseball.
- Understand the impact the game of baseball had on society.

- How and why do sports impact society?
- How can sports inspire the masses?
- Why do sports captivate our minds?

<b>Sports and Worth</b>	<b>Grades 10-12</b>	<b>Unit 2</b>	<b>Marking Period 2</b>
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<b>Focus Indicator</b>	
6.1.4.A.3	<ul style="list-style-type: none"> <li>• Demonstrate appropriate behavior when collaborating with others.</li> </ul>
6.1.2.CivicsCM .3	<ul style="list-style-type: none"> <li>• Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>
6.1.4.D.13-16	<ul style="list-style-type: none"> <li>• Describe how culture is expressed through and influenced by the behavior of people.</li> <li>• Trace how the American identity evolved over time.</li> <li>• Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> <li>• Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li> </ul>
6.1.2.HistoryUP .3	<ul style="list-style-type: none"> <li>• Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> </ul>
6.1.8.A.2.b	<ul style="list-style-type: none"> <li>• Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</li> </ul>
6.1.5.CivicsPD. 3	<ul style="list-style-type: none"> <li>• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>
6.1.4.A.3	<ul style="list-style-type: none"> <li>• Select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> </ul>
6.1.5.GeoPP.1	<ul style="list-style-type: none"> <li>• Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> </ul>
6.12.A.1.b	<ul style="list-style-type: none"> <li>• Analyze how gender, property ownership, religion, and legal status affected political rights.</li> </ul>

<b>Companion Standards</b>	
RL.9-10.1	<ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> </ul>
RL.9-10.2	<ul style="list-style-type: none"> <li>● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</li> </ul>
RL.9-10.7	<ul style="list-style-type: none"> <li>● Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> </ul>
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NJSLSA. W4	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
NJSLSA. SL1-3	<ul style="list-style-type: none"> <li>● Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Open Debate</li> <li>● Group Work</li> <li>● Quick Writing</li> <li>● Pop Do-Nows</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-Modern and Modern Sport Quiz</li> <li>● Socio-economic Factor Quiz</li> <li>● Technological Advances Quiz</li> <li>● Political Cartoon Analysis</li> <li>● Rule Change Project</li> </ul>

<ul style="list-style-type: none"> <li>● Sports Story of the Week</li> <li>● Video (Guided Questions)</li> </ul>	
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Political Cartoons (early American sport)</li> <li>● Pre-modern Sport video</li> <li>● Oxford Handbook of Sports History Textbook</li> <li>● American Sports: From the Age of Folk Games to Televised Sports</li> <li>● The Games They Played: Sports in American History 1865-1980</li> <li>● Anglo-American Blood Sports- 1776-1889: A Study of Changing Morals <a href="https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=2462&amp;context=theses">https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=2462&amp;context=theses</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.thepeoplehistory.com/footballhistory.html">http://www.thepeoplehistory.com/footballhistory.html</a> “Brady Rule” - tons of articles - QB protections, protecting NFL’s bottom line</li> <li>● Concussion- DVD- Football Health</li> <li>● Brian’s Song- DVD- Gale Sayers</li> <li>● Ernie Express- DVD- Ernie Davis</li> <li>● Remember The Titans- DVD- T.C. Williams Football Integration</li> <li>● Magic Johnson HIV - Rules change for players that are bleeding and continues to this day. <a href="https://www.orlandosentinel.com/news/os-xpm-1992-02-08-9202081037-story.html">https://www.orlandosentinel.com/news/os-xpm-1992-02-08-9202081037-story.html</a></li> <li>● Rules they changed because of players being so dominant <a href="https://www.basketballnetwork.net/players-that-caused-rule-change/">https://www.basketballnetwork.net/players-that-caused-rule-change/</a></li> <li>● Mental Wellness, Players Journal = Direct Mouthpiece to Fans <a href="https://www.theplayertribune.com/en-us/articles/kevin-love-everyone-is-going-through-something">https://www.theplayertribune.com/en-us/articles/kevin-love-everyone-is-going-through-something</a></li> <li>● David Stern’s NBA dress code changed a ton both in terms of social perceptions and styles <a href="https://www.rollingstone.com/culture/culture-sports/how-david-sterns-nba-dress-code-changed-mens-fashion-104719/">https://www.rollingstone.com/culture/culture-sports/how-david-sterns-nba-dress-code-changed-mens-fashion-104719/</a></li> </ul>
<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Informational reading in social studies.</li> <li>● Informational writing in social studies using similar structures.</li> <li>● Public Speaking</li> <li>● Consistent Academic Language</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>

- The pre-modern age of sports and comparison to current sport.
- Chronology of sports in a brief overview.
- Primary vs. secondary sources and discuss the uses and limitations of each.
- Understand how the theory of Social Darwinism affected the masses.
- Brutality and emotion and its effects.
- Particular famous people throughout the development of the sport.
- Revenue impact on society through the years.

- How did socio-economic facts give rise to modern sport?
- How did technological advances give rise to modern sport?
- What allowed pre-modern and modern sports to co-exist into the early twentieth century?
- How and why do sports impact society?
- How can sports inspire the masses?
- Why do sports captivate our minds?
- Why as football surpassed baseball as the top sport in the United States?
- What role does college football play in the United States compared to professional football?

<b>Social Studies</b>	<b>Grade 8</b>	<b>Unit 3</b>	<b>Marking Period 3</b>
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<b>Focus Indicator</b>	
6.1.4.A.3	<ul style="list-style-type: none"> <li>● Demonstrate appropriate behavior when collaborating with others.</li> </ul>
6.1.P.D.1	<ul style="list-style-type: none"> <li>● Describe characteristics of oneself, one’s family, and others.</li> </ul>
6.1.4.D.2	<ul style="list-style-type: none"> <li>● Demonstrate an understanding of family roles and traditions.</li> </ul>
6.1.4.A.1	<ul style="list-style-type: none"> <li>● Explain how rules and laws created by community, state and national governments protect the rights of people, help resolve conflicts and promote the common good.</li> </ul>
6.1.4.D.13-16	<ul style="list-style-type: none"> <li>● Describe how culture is expressed through and influenced by the behavior of people.</li> <li>● Trace how the American identity evolved over time.</li> <li>● Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> <li>● Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li> </ul>
6.1.4.A.3	<ul style="list-style-type: none"> <li>● Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</li> </ul>
6.1.2.History UP.3	<ul style="list-style-type: none"> <li>● Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> </ul>
6.1.8.A.2.b	<ul style="list-style-type: none"> <li>● Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</li> </ul>
6.1.5.CivicsP D.3	<ul style="list-style-type: none"> <li>● Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>



6.1.4.A.3	<ul style="list-style-type: none"> <li>● Select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> </ul>
6.1.5.GeoPP.1	<ul style="list-style-type: none"> <li>● Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> </ul>
6.12.A.1.b	<ul style="list-style-type: none"> <li>● Analyze how gender, property ownership, religion, and legal status affected political rights.</li> </ul>
<b>Companion Standards</b>	
RL.9-10.1	<ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain</li> </ul>
RL.9-10.2	<ul style="list-style-type: none"> <li>● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</li> </ul>
RL.9-10.7	<ul style="list-style-type: none"> <li>● Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> </ul>
RI.9-10.2	<ul style="list-style-type: none"> <li>● Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</li> </ul>
NJSLSA. W4	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
NJSLSA. SL1-3	<ul style="list-style-type: none"> <li>● Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Open Debate</li> <li>● Group Work</li> <li>● Quick Writing</li> <li>● Pop Do-Nows</li> <li>● StoryBoard That - Create Your Own Sporting Event</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis</li> <li>● Golf’s Greatest Quiz</li> <li>● World Cup Storyline Project</li> <li>● Socio-economic Factor Quiz</li> <li>● Technological Advances Quiz</li> <li>● Political Cartoon Analysis</li> <li>● Rule Change Project</li> </ul>
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> <li>● Political Cartoon</li> <li>● Golf History <a href="https://www.igfgolf.org/about-golf/history">https://www.igfgolf.org/about-golf/history</a></li> <li>● American Sports: From the Age of Folk Games to Televised Sports</li> <li>● The Games They Played: Sports in American History 1865-1980</li> </ul>	<ul style="list-style-type: none"> <li>● Evolution of NHL Equipment (safety / concussion tie-ins) <a href="https://www.hockeygalore.ca/the-evolution-of-hockey-equipment-over-the-years/">https://www.hockeygalore.ca/the-evolution-of-hockey-equipment-over-the-years/</a></li> <li>● Goalie Equipment <a href="https://www.si.com/nhl/2016/03/29/nhl-goalie-equipment-evolution-1917-to-2016">https://www.si.com/nhl/2016/03/29/nhl-goalie-equipment-evolution-1917-to-2016</a> <a href="http://blog.hockeyworld.com/the-evolution-of-goalie-gear/">http://blog.hockeyworld.com/the-evolution-of-goalie-gear/</a></li> <li>● Soccer- <a href="https://www.soccermaniak.com/soccer-timeline.html">https://www.soccermaniak.com/soccer-timeline.html</a></li> <li>● “English football during World War II showed how sport can heal and unify during times of crisis” <a href="https://www.espn.com/soccer/english-premier-league/story/4092879/english-football-during-world-war-ii-showed-how-sport-can-heal-and-unify-during-times-of-crisis">https://www.espn.com/soccer/english-premier-league/story/4092879/english-football-during-world-war-ii-showed-how-sport-can-heal-and-unify-during-times-of-crisis</a></li> <li>● <i>The Greatest Game Ever Played</i>- DVD- Golf- Amaetur/Pro</li> <li>●</li> </ul>
Cross-Curricular Connections	
<ul style="list-style-type: none"> <li>● Informational reading in social studies.</li> <li>● Informational writing in social studies using similar structures.</li> <li>● Public Speaking</li> <li>● Creation of Political Cartoons on (Using proper theme, grammar, etc.)</li> <li>● Consistent Academic Language</li> </ul>	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> <li>● The pre-modern age of sports and comparison to current sport.</li> <li>● Chronology of sports in a brief overview.</li> <li>● Primary vs. secondary sources and discuss the uses and limitations of each.</li> <li>● Understand how the theory of Social Darwinism affected the masses.</li> <li>● Particular famous people throughout the development of the sport.</li> <li>● Revenue impact on society through the years.</li> <li>● Determine the reasoning behind lower level sports and why it does not get as much press as others. (Golf/Soccer/Hockey)</li> <li>● Understand the impact and craze over tournaments such as The Masters.</li> </ul>	<ul style="list-style-type: none"> <li>● How did socio-economic facts give rise to modern sport?</li> <li>● How did technological advances give rise to modern sport?</li> <li>● What allowed pre-modern and modern sports to co-exist into the early twentieth century?</li> <li>● How and why do sports impact society?</li> <li>● How can sports inspire the masses?</li> <li>● Why do sports captivate our minds?</li> <li>● What makes Golf/Soccer/Hockey a second tier sport in the United States? Why is it different in other countries?</li> <li>● How has the United States attempted to address this? (have they?)</li> </ul>

<b>Sports and Worth</b>	<b>Grade 8</b>	<b>Unit 4</b>	<b>Marking Period 4</b>
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<b>Focus Indicator</b>	
6.1.4.A.3	<ul style="list-style-type: none"> <li>● Demonstrate appropriate behavior when collaborating with others.</li> </ul>
6.1.2.CivicsC M.3	<ul style="list-style-type: none"> <li>● Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>
6.1.4.D.13-16	<ul style="list-style-type: none"> <li>● Describe how culture is expressed through and influenced by the behavior of people.</li> <li>● Trace how the American identity evolved over time.</li> <li>● Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> <li>● Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</li> </ul>
6.1.2.HistoryU P.3	<ul style="list-style-type: none"> <li>● Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> </ul>
6.1.8.A.2.b	<ul style="list-style-type: none"> <li>● Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</li> </ul>
6.1.5.CivicsPD .3	<ul style="list-style-type: none"> <li>● Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> </ul>
6.1.4.A.3	<ul style="list-style-type: none"> <li>● Select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> </ul>
6.1.5.GeoPP.1	<ul style="list-style-type: none"> <li>● Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> </ul>
6.12.A.1.b	<ul style="list-style-type: none"> <li>● Analyze how gender, property ownership, religion, and legal status affected political rights.</li> </ul>
<b>Companion Standards</b>	
RL.9-10.1	<ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> </ul>

RL.9-10.2	<ul style="list-style-type: none"> <li>● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</li> </ul>
RL.9-10.7	<ul style="list-style-type: none"> <li>● Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> </ul>
RI.9-10.2	<ul style="list-style-type: none"> <li>● Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</li> </ul>
NJSLSA. W4	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
NJSLSA. SL1-3	<ul style="list-style-type: none"> <li>● Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Open Discussion</li> <li>● Open Debate</li> <li>● Group Work</li> <li>● Quick Writing</li> <li>● Pop Do-Nows</li> <li>● Sports Story of the Week</li> <li>● Video (Guided Questions)</li> </ul>	<ul style="list-style-type: none"> <li>● Olympic History Quiz</li> <li>● Analysis</li> <li>● Political Cartoon Analysis</li> <li>● Rule Change Project</li> </ul>
<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Political Cartoons (early American sport)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Race- DVD- Jesse Owens</i></li> </ul>

<ul style="list-style-type: none"> <li>● Pre-modern Sport video</li> <li>● Oxford Handbook of Sports History Textbook</li> <li>● American Sports: From the Age of Folk Games to Televised Sports</li> <li>● The Games They Played: Sports in American History 1865-1980</li> <li>● Kit Burns <a href="https://en.wikipedia.org/wiki/Kit_Burns">https://en.wikipedia.org/wiki/Kit_Burns</a></li> <li>● Anglo-American Blood Sports- 1776-1889: A Study of Changing Morals <a href="https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=2462&amp;context=theses">https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=2462&amp;context=theses</a></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Miracle- DVD- USA Hockey Team</i></li> <li>● <i>(Munich Massacre 1972 Olympics )</i> <a href="https://www.youtube.com/watch?v=D3K9VJ6dhNQ">https://www.youtube.com/watch?v=D3K9VJ6dhNQ</a></li> <li>● <i>John Oliver Featured Story - May 17, 2020</i> <a href="https://www.youtube.com/watch?v=z4gBMw64aqk">https://www.youtube.com/watch?v=z4gBMw64aqk</a></li> <li>● “How NBA’s Thunder-Jazz game made coronavirus real for the rest of us” <a href="https://www.usatoday.com/story/sports/nba/2020/03/13/coronavirus-nba-rudy-gobert-made-virus-real-for-rest-us/5039965002/">https://www.usatoday.com/story/sports/nba/2020/03/13/coronavirus-nba-rudy-gobert-made-virus-real-for-rest-us/5039965002/</a></li> <li>● <i>Cuban Missile Crisis, Katrina and other natural disasters, Make-A-Wish fulfillment</i> <a href="https://www.seattletimes.com/sports/why-sports-can-help-heal-us-in-times-of-crisis/">https://www.seattletimes.com/sports/why-sports-can-help-heal-us-in-times-of-crisis/</a></li> </ul>
<b>Cross-Curricular Connections</b>	
●	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● The pre-modern age of sports and comparison to current sport.</li> <li>● Chronology of sports in a brief overview.</li> <li>● Primary vs. secondary sources and discuss the uses and limitations of each.</li> <li>● Understand how the theory of Social Darwinism affected the masses.</li> <li>● Particular famous people throughout the development of the sport.</li> <li>● Revenue impact on society through the years.</li> <li>● Understanding world events and impacts on sports.</li> <li>● Determine political factors and countries' impact on global athletics.</li> </ul>	<ul style="list-style-type: none"> <li>● How did socio-economic facts give rise to modern sport?</li> <li>● How did technological advances give rise to modern sport?</li> <li>● What allowed pre-modern and modern sports to co-exist into the early twentieth century?</li> <li>● How and why do sports impact society?</li> <li>● How can sports inspire the masses?</li> <li>● Why do sports captivate our minds?</li> <li>● How have wars impacted global sports?</li> <li>● How have countries dealt with scandals on a global stage?</li> <li>● When given the stage to represent your country, how have athletes used their platform for change?</li> </ul>

# Appendix A

Audubon Public Schools  
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills  
Written By: Mike Tiedeken & Beth Canzanese Revised By: Beth Canzanese and Dan Cosenza  
Course Title: 8<sup>th</sup> Grade Social Studies  
Unit Name: Creating a Government I: Up to the Constitution  
Grade Level: 8  
Approved: June, 2017

<p><b>Content Statements and Rationale:</b></p> <p>Understanding the colonial era and the colonists' relationship with England helps students to understand contemporary America, the development of American systems of government, and the establishment of a basic ideal of America as a nation. The events that led to the American Revolution provide insight concerning American character.</p>	<p><b>NJSLS:</b></p> <p>6.1: All 6.2: C All, D All, E All 6.4: C All, D All, E 1-4 6.5: All 6.6: All</p> <p><b>Companion Standards:</b></p> <p>RH 6-8..8-9 WHST 6-8. 1-3.</p>
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<p><b>Overarching Essential Questions:</b></p> <p><b>How did the Colonists transition from being citizens of Great Britain to forging their own nation?</b></p>	<p><b>Overarching Enduring Understandings:</b></p> <p><b>The colonists' experiences in the new world armed them with a sense of independence and self sufficiency which gave them the power to win the Revolution.</b></p>
<p><b>Unit Essential Questions:</b></p> <p><b>How did colonists acquire a voice in their government?</b></p> <p><b>What are the roots of individual freedom in America?</b></p> <p><b>Support claims of how the societal changes of colonists affected their views toward Great Britain.</b></p> <p><b>How was Mercantilism a motivation for English interaction with the colonies?</b></p> <p><b>Why the colonists used Greece and Rome for models of government?</b></p> <p><b>In what ways did the English tradition influence American government?</b></p> <p><b>What other systems of government and economics exist or existed in the world?</b></p> <p><b>What led the colonists to open conflict with England?</b></p> <p><b>How did the Declaration of Independence, State Constitutions, and the Articles of Confederation act as precursors to the development of the US Constitution?</b></p>	<p><b>Unit Enduring Understandings:</b></p> <p><b>The colonial tradition of having a voice in their government resulted in the split with England. The Greek and Roman models of government and the English traditions were the roots of US government and individual freedom in America. A variety of systems of government and economics are a reflection of different cultures and historical experiences.</b></p> <p><b>The Declaration of Independence, State Constitutions, and the Articles of Confederation were precursors to the development of the US Constitution.</b></p> <p><b>Mercantilism played an important role in settling the 13 colonies.</b></p> <p><b>The challenges a struggling American government tried to deal with while forming a nation.</b></p> <p><b>The Declaration of Independence was a statement justifying the reasons for independence, the complaints with English rule, and the assertion that the colonists were not fairly represented.</b></p>



<p><b>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</b></p> <p><b>Précis of primary documents and multimedia excerpts</b></p> <p><b>Development of an argument using sound reasoning supporting or refuting the colonists' claims in the Declaration of Independence.</b></p> <p><b>Identification and analysis of the battles of the American Revolution</b></p> <p><b>Presentation of the battles of the American Revolution</b></p> <p><b>Digital Literacy Benchmarks:</b></p> <p><b>Executive Functioning Skills Benchmarks:</b></p>	<p><b>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</b></p> <p><b>Close reading and précis of primary documents and/or visual and audio clips from the time period</b></p> <p><b>Engagement during Socratic Seminar and Discussion</b></p> <p><b>Capacity to research, analyze and report salient information</b></p>
<p><b>Key Terms (Essential Vocabulary):</b></p> <p><b>Government</b></p> <p><b>Mercantilism</b></p> <p><b>Independence</b></p> <p><b>Colony</b></p> <p><b>Revolution</b></p> <p><b>Taxation</b></p> <p><b>Self Sufficiency</b></p>	

<p><b>Resources:</b></p> <p><b>Text: Civics: Government and Economics in Action, Prentice Hall (2005)</b></p> <p><b>Internet</b></p> <p><b>Media Center Databases</b></p> <p><b>Primary Documents (Political, Social)</b></p> <p><b>Art and Music Excerpts</b></p> <p><b>Videos and Film Excerpts</b></p> <p><b>Johnny Tremain or any historical novel that is age appropriate and is a grade level Lexile</b></p>	
<p><b>Suggested Activities for Inclusion in Lesson Planning</b></p> <p><b>Interdisciplinary Connections are identified with and I, followed by the related content area(s):</b></p> <p><b>Socratic seminar and Literature Circles</b></p> <p><b>Primary source close reading</b></p> <p><b>Mercantilism game</b></p> <p><b>Use of maps and data to identify and analyze thirteen original colonies USA (I: Math)</b></p> <p><b>Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy)</b></p> <p><b>Development and expression (either in writing or through multi-media presentation software) of an argument supporting or refuting the impact of geography on the birth of American voice and character</b></p> <p><b>Identification and analysis of economic systems in the colonies</b></p> <p><b>Closely read and compare with historical fact, a historical novel set in the colonial or constitutional period.</b></p> <p><b>Research and present an overview of types of governments in the contemporary world</b></p>	
<p><b>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</b></p> <p><b>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</b></p> <p><b>ELL – Language support, as needed. Utilization of experience and information, as applicable.</b></p>	<p><b>Suggested Timeline:</b></p> <p><b>9 weeks</b></p>

<p><b>Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</b></p> <p><b>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</b></p> <p><b>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</b></p>	
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## Appendix

<h3 style="margin: 0;">Differentiation</h3>
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<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>21st Century Skills</b>	

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

### **Integrating Technology**

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software