

Hillsborough Township Public Schools
English Department
Baseball: The Soul of America

Unit	New Jersey Student Learning Standards	Essential Questions	Student Learning Objectives	ASSESSMENT - Formative & Summative	Interdisciplinary Connections	21st Century Life and Careers
<p>Unit I: Origins of America's Pastime—The Myth vs. The Reality</p> <p>Timeline: 2 weeks</p>	<p>RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3 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.</p> <p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles</p>	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>Author's choice: Why does it matter?</p> <p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p> <p>Communicating clearly: What does it take?</p> <p>How does author's choice impact an audience?</p> <p>How can I use what I know to figure out what I don't know?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p>	<p>Students will be able to identify and understand baseball's creation myth.</p> <p>Students will learn the importance of myth making in American culture.</p> <p>Students will understand and identify characteristics of genre writing.</p> <p>Students will read closely and find answers explicitly in text and answers that require inferences.</p> <p>Students will analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>Students will determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning.</p> <p>Students will analyze how central ideas develop over the course of a text.</p> <p>Students will analyze how specific ideas interact and develop within a complex set of ideas or sequence of events.</p> <p>Students will explore and develop sophisticated, analytic, interpretive, and evaluative skills—including self-assessment.</p> <p>Students will develop summarizing skills in order</p>	<p>Formative:</p> <p>Reading journals</p> <p>Library and web site research</p> <p>Class discussion</p> <p>Text annotations</p> <p>Quizzes</p> <p>Summative:</p> <p>Tests</p> <p>Presentations</p>	<p>Social Studies 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>Social Studies 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>RH.11-12.6 Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>

	<p>and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D.</p>		<p>to make appropriate and effective choices of support details.</p> <p>Students will closely read grade level texts.</p> <p>Students will use reading strategies to help them understand difficult, complex texts.</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>			
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	<p>Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.3 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.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>					
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Unit	New Jersey Student Learning Standards	Essential Questions	Student Learning Objectives	ASSESSMENT - Formative & Summative	Interdisciplinary Connections	21st Century Life and Careers
<p>Unit II: Baseball and American Identity—Regionalism and Nationalism</p> <p>Timeline: 3 weeks</p>	<p>RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide</p>	<p>Author’s choice: why does it matter?</p> <p>What makes a story a “great” story?</p> <p>In what ways does creative choice</p>	<p>Students will explore and develop sophisticated, analytic, interpretive, and evaluative skills—including self-assessment.</p> <p>Students will develop summarizing skills in order to make appropriate and effective choices of support details.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze how</p>	<p>Formative:</p> <p>Reading journals</p> <p>Class discussion</p> <p>Text annotations</p> <p>Quizzes</p> <p>Summative:</p> <p>Tests</p> <p>Presentations</p>	<p>Social Studies 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>Social Studies 6.1.12.B.02.A-Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP8 Utilize critical thinking to make</p>

	<p>a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3 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.</p> <p>RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>	<p>impact an audience?</p> <p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>How is national or a regional identity created?</p> <p>How is personal</p>	<p>multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p> <p>Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>	<p>Essays</p>	<p>6.1.12. B.05.B-Assess the impact of rapid urbanization on the environment and on the quality of life in the cities.</p> <p>Social Studies 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>sense of problems and persevere in solving them.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>
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	<p>organization, and analysis of content.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.10 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.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material</p>	<p>identity created?</p> <p>What contributed to the rising popularity of a national game?</p>				
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<p>under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or</p>					
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speaking.	<p>L.11-12.3 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.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>					
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Unit	New Jersey Student Learning Standards	Essential Questions	Student Learning Objectives	ASSESSMENT - Formative & Summative	Interdisciplinary Connections	21st Century Life and Careers
<p>Unit III: Baseball’s Rising Popularity—Heroic and Tragic Figures</p> <p>Timeline:</p> <p>4 weeks</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. 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, and provide an objective summary of the text.</p> <p>RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>RL.11-12.4 Determine the meaning of words</p>	<p>Author’s choice: why does it matter?</p> <p>What makes a story a “great” story?</p> <p>In what ways does creative choice impact an audience?</p> <p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Students will explore and develop sophisticated, analytic, interpretive, and evaluative skills—including self-assessment.</p> <p>Students will develop summarizing skills in order to make appropriate and effective choices of support details.</p> <p>Students will analyze how different elements of a story or drama are developed and/or interrelated.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze the plot to determine two or more themes.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p>	<p>Formative:</p> <p>Reading journals</p> <p>Library and web site research</p> <p>Class discussion</p> <p>Text annotations</p> <p>Quizzes</p> <p>Summative:</p> <p>Tests</p> <p>Presentations</p> <p>Essays</p>	<p>Social Studies</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>Social Studies</p> <p>6.1.12.</p> <p>B.02.A-Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12. B.05.B-Assess the impact of rapid urbanization on the environment and on the quality of life in the cities.</p> <p>Social Studies</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p>

	<p>and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RI.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RI.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and</p>	<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>What is a tragic figure?</p> <p>Why do we need myths and heroes?</p> <p>How is personal identity created?</p>	<p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p> <p>Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>			<p>CRP12 Work productively in teams while using cultural global competence.</p>
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<p>explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development,</p>					
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<p>organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.10 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.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,</p>					
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<p>well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to</p>					
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make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					

Unit	New Jersey Student Learning Standards	Essential Questions	Student Learning Objectives	ASSESSMENT - Formative & Summative	Interdisciplinary Connections	21st Century Life and Careers
Unit IV: “Baseball’s Great Experiment” and the “Golden Age” Timeline: 5 weeks	<p>RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3 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.</p> <p>RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Author’s choice: why does it matter?</p> <p>What makes a story a “great” story?</p> <p>In what ways does creative choice impact an audience?</p> <p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p>	<p>Students will explore and develop sophisticated, analytic, interpretive, and evaluative skills—including self-assessment.</p> <p>Students will develop summarizing skills in order to make appropriate and effective choices of support details.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p> <p>Students will compose written responses and include textual evidence to</p>	<p>Formative:</p> <p>Reading journals</p> <p>Class discussion</p> <p>Text annotations</p> <p>Quizzes</p> <p>Summative:</p> <p>Tests</p> <p>Presentations</p> <p>Essays</p>	<p>Social Studies 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>Social Studies 6.1.12. B.02.A-Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>Social Studies 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>Social Studies 6.1.12. D.13.A Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African-Americans.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>

	<p>RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing</p>	<p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>What makes a presentation “great”?</p> <p>Who were the major players in the integration of major league baseball?</p> <p>What were the far-reaching implications of the integration of America’s pastime?</p>	<p>strengthen analysis, reflection, and/or research.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>			
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<p>for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.10 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.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to</p>					
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<p>questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard</p>					
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	<p>English grammar and usage when writing or speaking.</p> <p>L.11-12.3 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.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>					
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<p>Unit V: The Modern Game—From Free Agency to Sabermetrics 5 weeks</p> <p>Timeline: 5 weeks</p>	<p>RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3 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.</p> <p>RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content</p>	<p>Author’s choice: why does it matter?</p> <p>What makes a story a “great” story?</p> <p>In what ways does creative choice impact an audience?</p> <p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>What do good writers do?</p>	<p>Students will explore and develop sophisticated, analytic, interpretive, and evaluative skills—including self-assessment.</p> <p>Students will develop summarizing skills in order to make appropriate and effective choices of support details.</p> <p>Students will analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Students will analyze how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Students will present information maintaining an objective, academic tone and formal style.</p> <p>Students will write cohesive and logical arguments that engage readers.</p> <p>Students will determine textual evidence that supports analysis and/or research.</p>	<p>Formative:</p> <p>Reading journals</p> <p>Class discussion</p> <p>Text annotations</p> <p>Quizzes</p> <p>Summative:</p> <p>Tests</p> <p>Presentations</p> <p>Essays</p>	<p>Social Studies 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>Social Studies 6.1.12. B.02.A—Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>Social Studies 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>
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	<p>contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...]</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing</p>	<p>What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>What makes a presentation "great"?</p> <p>What are the functions of labor unions?</p> <p>What impact did free agency and the players' union have on baseball?</p> <p>Why is baseball held to higher moral standards than the country's other major sports?</p>	<p>Students will compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p> <p>Students will prepare presentations that are organized, developed, and appropriate to purpose, task, and audience.</p>			
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	<p>what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.10 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.</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as</p>	<p>What are sabermetrics ?</p> <p>How do advanced statistics and data impact the game?</p> <p>Where is America’s pastime headed?</p>				
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<p>needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>					
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	<p>L.11-12.3 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.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>					
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Course Materials:

Malamud, Bernard. *The Natural*.