

<p><b>Sports and Mystery Literature</b> Enduring Understandings</p> <ul style="list-style-type: none"> <li>• Sports as metaphor for the human character and what sport reveals about our culture's values and prejudices.</li> <li>• Study a variety of perspectives on the subject of sports and how it influences and reflects other aspects of our lives.</li> </ul>	<p><b>Unit: Sports Literature: Heroes</b> Essential Questions</p> <ul style="list-style-type: none"> <li>• How does sports fit into our society?</li> <li>• What is the language of sports?</li> <li>• How do we define our values and heroes?</li> </ul>
---	---

Pacing	Knowledge	Performance Task Assessment	Literacy Devices/Terms	Resources
<p><i>Estimated:</i> 4-5 Weeks</p>	<p><b>Reading Focus:</b> Teacher selected chapters from text, short stories, memoir, novels, and relevant web-based articles/sites</p> <p><b>Writing Focus:</b> Journals Creative writing Poetry Essay Non-fiction articles Summative Project</p> <p><b>The student will do the following:</b> Read various selections and analyze the content for theme (See Resources for suggested titles.). Improve the ability to read both fiction and non-fiction with understanding and insight. Develop the ability to think, speak, and write critically with insight and clarity.</p>	<p><b>Formative:</b> Personal Journals Poetry Persuasive Essay Expository Essay Non-fiction Research Paper Oral Presentation</p> <p><b>Summative:</b> Students will compile a portfolio comprised of their personal writings and analytical writing</p>	<p><b>Literary Terms</b> Motif Characterization Point of View Sensory details Setting Theme Symbolism Conflict Poetic Devices</p>	<p><b>Texts:</b> <i>Sports in Literature</i> Bruce Erma</p> <p><b>Possible Novels:</b> <i>Athletic Shorts</i> Chris Crutcher <i>It's Not About the Bike</i> Lance Armstrong <i>The Contender</i> Robert Lipsythe <i>Blind Your Ponies</i> Stanley Gordon West</p> <p><b>Other authors to consider:</b> Rich Wallace Walter Dean Myers John Feinstein</p> <p><b>Possible films to show:</b> Brian's Song When We Were Kings Miracle Prefontaine HBO Real Sports ESPN Outside the Lines</p> <p><b>Materials:</b> Projector DVD Player</p> <p><b>Web Resources:</b> <i>ESPN</i> <i>HBO Sports</i> <i>iTunes U</i></p>

<b>Sports and Mystery Literature</b> <b>Enduring Understandings</b>	<b>Unit: Sports Literature: Heroes</b> <b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Sports as metaphor for the human character and what sport reveals about our culture's values and prejudices.</li> <li>• Study a variety of perspectives on the subject of sports and how it influences and reflects other aspects of our lives.</li> </ul>	<ul style="list-style-type: none"> <li>• How does sports fit into our society?</li> <li>• What is the language of sports?</li> <li>• How do we define our values and heroes?</li> </ul>

**Performance Standards /Grade Level Expectations:**

[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)\*

[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)\*

[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)\*

[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)\*

[10] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices\* (L)

[10] 3.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)\* (L)

[10] 3.6.4 Selecting correct choice when using grammar checking software (e.g., accepts suggested change or disregards inappropriate suggested change)\*

[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause

and effect, classification and definition) using a variety of transitional words and phrases\*

10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)\* (L)

[10] 4.2.4 Using research-based information and/or analysis in research projects or extended reports\*(L)

10] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)\*

[10] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed\*

[10] 4.4.5 Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed\*

[10] 4.4.6 Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)\* (L)

<p><b>Sports and Mystery Literature</b> Enduring Understandings</p>	<p><b>Unit: Sports Literature: Discrimination</b> Essential Questions</p>
<ul style="list-style-type: none"> <li>• Sports as metaphor for the human character and what sport reveals about our culture's values and prejudices.</li> <li>• Study a variety of perspectives on the subject of sports and how it influences and reflects other aspects of our lives.</li> <li>• To lead the student to a broader awareness of the interrelationship between sport and other academic areas, including literature, sociology, philosophy, history, economics, and psychology</li> <li>• To introduce the student to a selected body of enjoyable and significant readings related to a variety of sports and sport topics</li> </ul>	<ul style="list-style-type: none"> <li>• How does sports fit into our society?</li> <li>• What is the language of sports?</li> <li>• How are issues of racism, sexism, and religious discrimination played out in sports?</li> <li>• Does participation in sports alleviate or exacerbate discrimination?</li> </ul>

Pacing	Knowledge/	Performance Tasks/ Assessment	Literacy Devices/Terms	Resources
<p><i>Estimated:</i> 4-5 Weeks</p>	<p><b>Reading Focus:</b> Teacher selected chapters from text, short stories, memoir, novels, and relevant web-based articles/sites</p> <p><b>Writing Focus:</b> Journals Creative writing Poetry Essay Non-fiction articles Summative Project</p> <p><b>The student will do the following:</b> Read various selections and analyze the content for theme (See Resources for suggested titles.). Improve the ability to read both fiction and non-fiction with understanding and insight. Develop the ability to think, speak, and write critically with insight and clarity.</p>	<p><b>Formative:</b> Personal Journals Poetry Persuasive Essay Expository Essay Non-fiction Research Paper Oral Presentation</p> <p><b>Summative:</b> Students will compile a portfolio comprised of personal writings and analytical writing</p>	<p><b>Literary Terms</b> Motif Characterization Point of View Sensory details Setting Theme Symbolism Conflict Poetic Devices</p>	<p><b>Texts:</b> <i>Sports in Literature</i> Bruce Erma <b>Possible Novels:</b> <i>Slam</i> Walter Dean Myers <i>Athletic Shorts</i> Chris Crutcher <i>Little Girls in Pretty Boxes</i> Joan Ryan</p> <p><b>Other authors to consider:</b> Chris Crutcher Rich Wallace Walter Dean Myers Robert Lipsythe John Feinstein</p> <p><b>Possible films to show:</b> Hoop Dreams Remember the Titans A League of their Own ESPN Outside the Lines HBO Real Sports</p> <p><b>Materials:</b> Projector DVD Player</p> <p><b>Web Resources:</b> <i>ESPN</i> <i>HBO Sports</i> <i>iTunes U</i></p>

<b>Sports and Mystery Literature</b> <b>Enduring Understandings</b>	<b>Unit: Sports Literature: Discrimination</b> <b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Sports as metaphor for the human character and what sport reveals about our culture's values and prejudices.</li> <li>• Study a variety of perspectives on the subject of sports and how it influences and reflects other aspects of our lives.</li> <li>• To lead the student to a broader awareness of the interrelationship between sport and other academic areas, including literature, sociology, philosophy, history, economics, and psychology</li> <li>• To introduce the student to a selected body of enjoyable and significant readings related to a variety of sports and sport topics</li> </ul>	<ul style="list-style-type: none"> <li>• How does sports fit into our society?</li> <li>• What is the language of sports?</li> <li>• How are issues of racism, sexism, and religious discrimination played out in sports?</li> <li>• Does participation in sports alleviate or exacerbate discrimination?</li> </ul>

**Performance Standards Grade Level Expectations:**

[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)\*

[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)\*

[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)\*

[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)\*

[10] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices\* (L)

[10] 3.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)\* (L)

[10] 3.6.4 Selecting correct choice when using grammar checking software (e.g., accepts suggested change or disregards inappropriate suggested change)\*

[10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases\*

[10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)\* (L)

[10] 4.2.4 Using research-based information and/or analysis in research projects or extended reports\*(L)

[10] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)\*

[10] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed\*

[10] 4.4.5 Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed\*

[10] 4.4.6 Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)\* (L)

<b>Sports and Mystery Literature</b> <b>Enduring Understandings</b>	<b>Unit: Mystery Literature: Defining the Genre</b> <b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Genre study in literature is the analysis of the structure and conventions of different types of written texts and each type of genre adheres to established structures and conventions.</li> <li>• Mysteries have the ability to get reluctant readers and writers enthusiastic about reading, thinking, and writing.</li> <li>• Mysteries are a wonderful vehicle for teaching critical thinking and deductive reasoning skills in an exciting and enjoyable way</li> </ul>	<ul style="list-style-type: none"> <li>• Which characteristics are unique to the mystery literary genre?</li> <li>• How does understanding the genre type aid comprehension? How are genre and meaning related?</li> <li>• Genre influences organization, technique and style. How do great mystery writers hook and hold their readers?</li> </ul>

Pacing	Knowledge	Performance Tasks/ Assessment	Resources
<i>Estimated:</i> 4-5 Weeks	<p><b>Reading Focus:</b>            Teacher selected chapters from text, short stories, memoir, novels, and relevant web-based articles/sites</p> <p><b>Writing Focus:</b>            Creative writing            Essay            Non-fiction articles            Summative Project</p> <p><b>The student will do the following:</b></p> <ul style="list-style-type: none"> <li>• Arrange characters and events in the mystery.</li> <li>• Classify events, describe characters, and explain precisely what has occurred.</li> <li>• Apply existing knowledge to the mystery by illustrating, dramatizing, and writing their interpretations.</li> <li>• Analyze, categorize, and differentiate characters and events.</li> <li>• Collect and organize facts to form hypotheses.</li> <li>• Appraise, argue, assess, and evaluate their opinions in the process of solving the mystery.</li> </ul>	<p><b>Formative:</b>            Personal Journals            Persuasive Essay            Expository Essay            Oral Presentation            Short Story</p> <p><b>Summative:</b>            After studying the various elements of a mystery story, students will do mystery fiction writing in line with the rules of the genre.</p>	<p><b>Texts:</b>  <i>The Great Detective Stories</i> Willard Huntington Wright</p> <p><b>Possible Novels:</b>  <i>The Moonstone</i> Willkie Collins  <i>The Murders at the Rue Morgue</i> Edgar Allen Poe  <i>The Red-Headed League</i> Arthur Conan Doyle</p> <p><b>Other authors to consider:</b>            Agatha Christie            Dashiell Hammett            Raymond Chandler            Dorothy Sayers            Earle Stanley Gardner</p> <p><b>Possible films to show:</b>            The Maltese Falcon            The Thin Man            Double Indemnity            Rear Window            Vertigo            Murder on the Orient Express            Sherlock Holmes (2009)</p> <p><b>Materials:</b>            Projector            DVD Player</p> <p><b>Websites:</b>  <i>Mystery.net</i></p>

<b>Sports and Mystery Literature</b> <b>Enduring Understandings</b>	<b>Unit: Mystery Literature: Defining the Genre</b> <b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Genre study in literature is the analysis of the structure and conventions of different types of written texts and each type of genre adheres to established structures and conventions.</li> <li>• Mysteries have the ability to get reluctant readers and writers enthusiastic about reading, thinking, and writing.</li> <li>• Mysteries are a wonderful vehicle for teaching critical thinking and deductive reasoning skills in an exciting and enjoyable way</li> </ul>	<ul style="list-style-type: none"> <li>• Which characteristics are unique to the mystery literary genre?</li> <li>• How does understanding the genre type aid comprehension? How are genre and meaning related?</li> <li>• Genre influences organization, technique and style. How do great mystery writers hook and hold their readers?</li> </ul>

Literacy Devices/Terms					
Allegory Antagonist Apparent plot Black humor Chivalry Closure Deconstruction Denouement	Diction Double entendre Embedded plot Expressionism Femme fatale Film noir Foil Genre	Grotesques Imagery Marxist Meta-fiction Meta-narrative Montage Motif Misogyny	Meta-narrative Montage Motif Misogyny Narrative New Historic Novella Objective style	Omniscience Plot Point of view Positivist Post-modern Pseudonym Repartee Revealed plot	Scene, scenic Simile Style Tone Verisimilitude Vernacular Voice over

**Performance Standards/ Grade Level Expectations:**

- [10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)\*
- [10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)\*
- [10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)\*
- [10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)\*
- [10] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices\* (L)
- [10] 3.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)\* (L)
- [10] 3.6.4 Selecting correct choice when using grammar checking software (e.g., accepts suggested change or disregards inappropriate suggested change)\*
- [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases\*
- [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)\* (L)
- [10] 4.2.4 Using research-based information and/or analysis in research projects or extended reports\*(L)
- [10] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)\*
- [10] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed\*
- [10] 4.4.5 Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed\*
- [10] 4.4.6 Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)\* (L)

<b>Sports and Mystery Literature</b> <b>Enduring Understandings</b>	<b>Unit: Modern Mystery</b> <b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Literature conveys an understanding of the human condition – the conflicts, relationships, and philosophies that transcend time and place.</li> <li>An understanding of literary techniques and effects provides evidence for interpretation and analysis of literature.</li> <li>Writing in response to literature enables the reader to develop critical thinking skills necessary for mastery of literature interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>How are the characteristics of mystery literature interpreted in modern fiction?</li> <li>How have changes in culture affected the genre?</li> <li>How has modern technology changed the guidelines of writing mysteries?</li> <li>How do great mystery writers hook and hold their readers?</li> </ul>

Pacing	Knowledge/Performance Standards	Performance Task Assessment		Resources
<i>Estimated:</i> 4-5 Weeks	<p><b>Reading Focus:</b>            Teacher selected chapters from text, short stories, memoir, novels, and relevant web-based articles/sites</p> <p><b>Writing Focus:</b>            Creative writing            Essay            Summative Project</p> <p><b>The student will do the following:</b></p> <ul style="list-style-type: none"> <li>Arrange characters and events in the mystery.</li> <li>Classify events, describe characters, and explain precisely what has occurred.</li> <li>Apply existing knowledge to the mystery by illustrating, dramatizing, and writing their interpretations.</li> <li>Analyze, categorize, and differentiate characters and events.</li> <li>Collect and organize facts to form hypotheses.</li> <li>Appraise, argue, assess, and evaluate their opinions in the process of solving the mystery.</li> </ul>	<p><b>Formative:</b>            Personal Journals            Persuasive Essay            Expository Essay            Compare/Contrast Essay            Non-fiction            Oral Presentation</p> <p><b>Summative:</b>            Students will complete a book search and analysis of a recently published novel and compare it to a classic text.</p>	<p><b>Literary Terms</b></p>	<p><b>Texts:</b>  <i>The Great Detective Stories</i> Willard Huntington Wright</p> <p><b>Possible Novels:</b>  <i>Encyclopedia Brown</i> Donald Sobol  <i>Nancy Drew</i> Carolyn Keene  <i>A Cold Day for Murder</i> Dana Stabenow</p> <p><b>Other authors to consider:</b>            Sue Henry            John Straley            Tony Hilerman            Stephen King            Alane Ferguson            John Green            Joan Lowry Nixon            Lois Lowry            Lois Duncan</p> <p><b>Possible films to show:</b>            Nancy Drew            The Da Vinci Code            The Truth About Charlie            Minority Report            Inception</p> <p><b>Websites:</b>  <i>Mystery.net</i></p>

<b>Sports and Mystery Literature</b> <b>Enduring Understandings</b>	<b>Unit: Modern Mystery</b> <b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Literature conveys an understanding of the human condition – the conflicts, relationships, and philosophies that transcend time and place.</li> <li>An understanding of literary techniques and effects provides evidence for interpretation and analysis of literature.</li> <li>Writing in response to literature enables the reader to develop critical thinking skills necessary for mastery of literature interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>How are the characteristics of mystery literature interpreted in modern fiction?</li> <li>How have changes in culture affected the genre?</li> <li>How has modern technology changed the guidelines of writing mysteries?</li> <li>How do great mystery writers hook and hold their readers?</li> </ul>

Literacy Devices/Terms			
Allegory Antagonist Apparent plot Black humor Chivalry Closure Deconstruction Denouement Diction Double entendre Embedded plot	Expressionism Femme fatale Film noir Foil Genre Grotesques Imagery Marxist Meta-fiction Meta-narrative Montage	Motif Misogyny Narrative New Historic Novella Objective style Omniscience Plot Point of view Positivist Post-modern	Pseudonym Repartee Revealed plot Scene, scenic Simile Style Tone Verisimilitude Vernacular Voice over

**Grade Level Expectations:**

- [10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)\*
- [10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)\*
- [10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)\*
- [10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)\*
- [10] 3.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices\* (L)
- [10] 3.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)\* (L)
- [10] 3.6.4 Selecting correct choice when using grammar checking software (e.g., accepts suggested change or disregards inappropriate suggested change)\*
- [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases\*
- 10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)\* (L)
- [10] 4.2.4 Using research-based information and/or analysis in research projects or extended reports\*(L)
- 10] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)\*
- [10] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed\*
- [10] 4.4.5 Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed\*
- [10] 4.4.6 Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor)\* (L)