



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



CONTENT AREA(S): ELA + Design & Technology **GRADE LEVEL(S):** 7th Grade

COURSE: Sports Journalism **TIME FRAME:** Quarterly (39-40 days)

I. Course Overview

Sports Journalism is a ten week cycle for seventh grade students. Throughout the marking period, students read and listen to professional sports journalists, studying how they tell the stories of the games and the athletes. Students study how journalists give play-by-play and color commentary in newspaper articles, on the radio and on television. They also examine how journalists research and compose feature articles that highlight a particular athlete, coach, or issue. Students, then apply what they have learned delivering original broadcasts on local or national games.

II. Units of Study

1. The Role of Sports in Society (~5 days)
2. The 5 W's and How of Sports News (~10 days)
3. Play by Play Announcing (~15 days)
4. Sports Blogging (~4 days)
5. Creating a Sports News Show (~15 days)

III. Essential Questions

Unit 1: The Role of Sports in Society

- How do sports play a significant role in our society?
- How do sports bring people together?
- How can an outcome in a sporting event extend beyond the score on a scoreboard?

Unit 2: The 5 W's and How of Sports News: *How a sports writer/broadcaster tells the story of a game*

- How has sports journalism changed over time?
- How does sports reporting differ when using audio, visual and written forms?
- Does sports reporting differ when covering different types of sports?
- What are the necessary elements of a good sports report?
- How are sports reports similar to narrative stories?
- What types of sports reports are different from narratives?
- What are the characteristics of a strong sports broadcaster?

Unit 3 : Play by Play Announcing

- What are the qualities/characteristics of a strong sports announcer?
- How can you capture moment to moment action in a way that tells a story to both viewers and listeners?
- How does sports reporting differ when using audio, visual, or written forms?
- How can I self reflect when listening to my own podcast?



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



Unit 4: Sports Blogging

- How does blog writing differ from more formal types of writing?
- How can you effectively express your own thoughts and ideas while listening to, understanding, and respectfully responding to the thoughts and ideas of others?

Unit 5: Sports News Reporting

- What qualities are needed to be an effective sports broadcaster?
- What are the features of a sports news broadcast and how does it differ from regular news broadcasts?
- How can technology be used to enhance a written broadcast script?
- How can you effectively integrate/utilize support and suggestions from peers and group members?

IV. Learning Objectives

NJSLS - ELA

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- NJSLSA.SL1. 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.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



Technology Integration | NJSLS 8.1

- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Integration | NJSLS 9

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.
- 9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
- 9.3.12.AR-JB.4 Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

Career Ready Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Interdisciplinary Connections

Technology:

- 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

V. Instructional Materials

Core Materials:

- WeVideo: Online Video Editor for Web, Mobile, Windows & Mac
- WeVideo Academy
- WeVideo Educational Resources
- ESPN 30 for 30
- Twisted Wave
- Twisted Wave Resources Manual
- Blogger.com
- NewsELA
- Screencastify
- Teacher computer with Internet access and projector/Smart Board
- Google Classroom
- Chromebooks/Computing Devices
- Video Cameras
- Microphones
- Headphones
- Teleprompter
- Parrot Teleprompter App



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



Supplemental/District Created Materials:

- ESPN 30 for 30: First Pitch
- ESPN 30 for 30 Special Olympics: Brave in the Attempt
- The Play of the Year Article
- Inverted Pyramid Organizer
- Self Evaluation Checklist- Play- By-Play and Broadcasting
- Podcast template
- Play by Play: Self Evaluation
- Podcast Checklist/Scoring
- Broadcast Project- Overview and Planning
- Broadcast Final Project Steps and Planning
- Sports Broadcast News Final Project Rubric
- Broadcast Project- Overview and Planning
- Broadcast Final Project Steps and Planning
- Sports Broadcast News Final Project Rubric

VI. Key Performance and Benchmark Tasks

Assessment Methods:

Students will complete a project for each unit with a combination of both group or individual assessments.

Summative:

Unit 1: The Role of Sports in Society

- Play of the Year: Questions
- The Play of the Year Article
- ESPN 30 for 30: First Pitch Questions

Unit 2: The 5 W's and How of Sports News: *How a sports writer/broadcaster tells the story of a game*

- Sports brief on a chosen sports event.
 - 5W's and H organizer and note taking support
 - Podcast Project Sheet/Rubric

Unit 3: Play by Play Announcing

- Play by Play Scripts & Recordings
 - Project Sheet/Rubric

Unit 4: Sports Blogging

- Blog Posts
- Peer Responses
- Blog Assignment

Unit 5: Sports News Reporting

- Final Project Options
- Script Development



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Storyboard/Sequence of Segments
 - StoryBoard PDF
 - Broadcast Final Project Steps and Planning
 - Final Project Checklist and Scoring

Formative:

- Self/Peer Evaluation: Self/Peer Reflection for Recording (video/audio)

Unit 1: The Role of Sports in Society

- Google Classroom Reflection Question Posts

Unit 2: The 5 W's and How of Sports News: *How a sports writer/broadcaster tells the story of a game*

- Class discussions
- Google Classroom Reflection Question Posts
- 5W's and H organizer and note taking support
- Inverted Pyramid Organizer
- Podcast Project Checklist

Unit 3: Play by Play Announcing

- Class discussions
- Teacher feedback for groups and individuals
- Students' personal goals for their play by play scripts and recordings
 - Self Evaluation Checklist- Play- By-Play and Broadcasting

Unit 4: Sports Blogging

- Class discussions
- Blog shares and peer responses

Unit 5: Sports News Reporting

- Class discussions
- Teacher feedback for groups and individuals.
- Students will review individual scripts and/or storyboards with teacher
- Storyboard Organizer

Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and 504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarification and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects.
 - Work chunked out based on tasks, individual check ins.
 - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Role of Sports in Society Modifications
 - Assist with discussion of Play of the Year article and First Pitch Video review: help students to bullet point/organize thoughts for answer; use transitional word prompts to help students visualize the order of events before forming their own opinions.
 - Allow for oral elaboration of responses
- Potential 5Ws and Hows Modifications:
 - Break down directions; use graphic organizer for 5Ws and Hows
 - 5W's and H organizer and note taking support
 - Inverted Pyramid Organizer
 - Podcast Project Sheet/Rubric
 - Assist with Twistedwave.com or allow student to read privately to teacher
- Potential Play by Play Announcing Modifications:
 - Assist student with finding a sport/video clip and breaking down the action; bullet out the action with student
 - Assist students with developing scripts (provide fill in the blank pattern if necessary).
 - Allow quiet place to practice script and record
 - Assist with Twistedwave.com or allow student to read privately to teacher
- Potential Sports Blogging Modifications:
 - Use of Newsela.com sports section to allow for interesting topics that can be read at a variety of reading levels.
Assist student in finding interesting topic and pulling out information; Organizer is helpful 5W's and H organizer and note taking support
 - Provide opportunities for students to discuss and/or dictate orally to help organize thoughts



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Potential Sports News Modifications:
 - Use of Newsela.com sports section to allow for interesting topics that can be read at a variety of reading levels.
Assist student in finding interesting topic and pulling out information; Organizer is helpful 5W's and H organizer and note taking support
 - Provide opportunities for students to discuss and/or dictate orally to help organize thoughts
 - Provide opportunities for video via screencastify.com as an alternative to WeVideo as editing requirements are minimized.
 - StoryBoard PDF
- Use of NewsELA allows students to choose sports news articles at an appropriate reading level.
- Screencastify.com allows opportunities to video without layered editing requirements

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal.
- Preferential seating.
- Break down directions; use graphic organizer to help track information:
 - 5W's and H organizer and note taking support
 - Inverted Pyramid Organizer
- Assist with role in group and assist.
- Assist with a checklist of goals and steps (Podcast Project Checklist).
- Use of NewsELA allows students to choose sports news articles at an appropriate reading level.
- Screencastify.com allows opportunities to video without layered editing requirements
- Assist with [Twistedwave.com](https://www.twistedwave.com) or allow student to read privately to teacher

Gifted & Talented

- Access to additional materials to develop ideas and project details.
 - Potential 5Ws and Hows Extensions:
 - Provide opportunity for students to research additional sports events similar to “Play of the Year” or “First Pitch”.
 - Potential Play by Play Announcing Extensions:
 - Provide opportunity for students to extend beyond sports briefs and play by play to more detailed sports storytelling.
 - Potential Sports Blogging Extensions:
 - Provide opportunity for students to extend beyond class blog and create their own blog site that gets shared with me, if interested.



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE



- Potential Sports New Show Extensions:
 - Provide opportunity for students to extend beyond group videos and create their own sports show.
- Provide opportunities for students to take the lead in organizing groups and leading class or group discussions.

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Break down directions; use graphic organizer to help track information:
 - 5W's and H organizer and note taking support
 - Inverted Pyramid Organizer
 - StoryBoard PDF
- Assist with role in group and assist.
- Assist with checklist of goals and steps (Podcast Project Checklist)
- Use of NewsELA allows students to choose sports news articles at an appropriate reading level.
- Screencastify.com allows opportunities to video without layered editing requirements

504s

- Completely dependent on the student's 504 plan.
 - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
 - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
 - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific skills that require them.
- Use of NewsELA allows students to choose sports news articles at an appropriate reading level.
- Screencastify.com allows opportunities to video without layered editing requirements

GENERAL NOTES:

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.