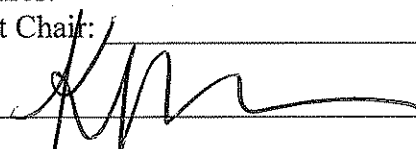

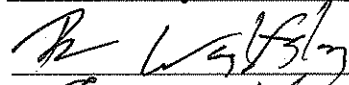
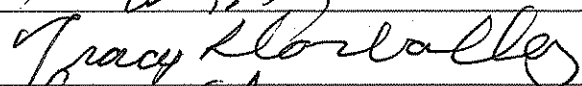



**ALAMEDA UNIFIED SCHOOL DISTRICT**

**SECTION A. COURSE DESCRIPTION COVER PAGE**

1. Course Title: English 3 / 4: Sports in Literature	6. Prerequisite(s): recommended: Successful completion of English 1 and 2
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: 11- 12
3. Transcript Title/Abbreviation:  <small>(For Educational Services)</small>	8. Elective/Required: Required
4. Transcript Course Code/Course Number:  <small>(For Educational Services)</small>	9. Subject Area: English
5. CBEDS Code: <small>(For Educational Services)</small>	10. Department: English
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, year removed from list: _____	
13. Meets the “ <u>B</u> ” requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Encinal/Tracy Allegrotti</u> Title/Position: <u>Assistant Principal</u> Phone: <u>(510)748-4023</u> Fax: _____ E-Mail: <u>tallegrotti@alameda.k12.ca.us</u>	
16. Signatures: Department Chair: _____ Principal:  _____ Acknowledged by Other Principals:  _____  _____  _____ Educational Services:  _____	
16. Superintendent Signature: _____ Date Approved by Board of Education: _____	

## SECTION B. COURSE CONTENT

### 17. Course Description:

Sports in literature will examine the role of sports in our society. Do sports reflect our culture or reveal it? What is the power of sport? Why is it that sport seems to bring out the very best, and worst, of the human spirit? To find out, we will use short stories, non-fiction, novels and poems as our guide. This course will also examine how sports can be an agent for social change, for breaking social barriers, and teaching tolerance. Through discussion and writing, students will grow in awareness of the relationship between athletics and contemporary society and come to recognize sports as a metaphor for the human condition, its social behavior, and the roles men and women play within it.

### 18. Course Goals and/or Major Student Outcomes:

The following are the learning objectives of the course; reference to specific objectives i.e., CP1 throughout the document indicate when particular activities or assignments promote that particular outcome.

CP1. To identify, examine, and analyze common themes in sports literature as they apply to the human spirit and culture

CP2. To examine how literary genres adapted to the changing landscape of athletic competition

CP3. To demonstrate improved critical and analytic writing skills

CP4. To organize and compose expository essays in response to various prompts

CP5. To demonstrate improved critical reading skills

CP6. To apply various grammar skills taught in the class to both written and oral expression

CP7. To demonstrate improved competence in gathering and using research in written and oral expression

CP8. To communicate effectively through small and large group discussions, seminars, and oral presentations

### 19. Course Objectives (standards):

The following are the learning objectives of the course; reference to specific objectives i.e., CP1 throughout the document indicate when particular activities or assignments promote that particular outcome.

CP1. To identify, examine, and analyze common themes in sports literature as they apply to the human spirit and culture

CP2. To examine how literary genres adapted to the changing landscape of athletic competition

CP3. To demonstrate improved critical and analytic writing skills

CP4. To organize and compose expository essays in response to various prompts

CP5. To demonstrate improved critical reading skills

CP6. To apply various grammar skills taught in the class to both written and oral expression

CP7. To demonstrate improved competence in gathering and using research in written and oral expression

CP8. To communicate effectively through small and large group discussions, seminars, and oral presentations

### 20. Course Outline:

**Unit 1: To Transcend, Inspire and Teach** The first unit will focus on the history of sport, from conception to implementation. The class will begin by considering definitions of sport, the creation of sports based in arbitrary rules, and a discussion of the powers of sport. Hemingway states that "there

are only three real sports: bullfighting, motor racing, and mountaineering; all the rest are merely games." Do we agree? From there, the class will examine the various ways that sports transcend the normal experience, how they inspire people, nations, and movements, and how they teach fairness, sportsmanship, and character. **Major Activities: Socratic seminar on definition and purpose of sports (paired with nonfiction readings); Literary analysis essay of *The Natural*; persuasive essays on contemporary topics in sports.**

**Unit 2: To Empower** Within this unit, focus will be placed on sports' ability to empower individuals, races, genders, communities, nations, causes, and movements. The opening discussion/assignment will be for students to research evidence of five cultural movements that have benefitted from sport. How are sports so all-powerful as to serve as a conduit for change? **Major Activities: Poetry presentations (lead class in analysis of poem—done in pairs); Research presentations and research papers on cultural movements that have benefitted from sports.**

**Unit 3: To Unite** The third unit will focus on the various ways the sport bridges the gap between people. The initial discussion will center on the history of apartheid in South Africa and the way that President Mandela used the 1995 Rugby World Cup as a way to unite his country. Adding to this theme will be discussions of Branch Rickey's foresight to sign Jackie Robinson, thus integrating professional baseball. During this, the anniversary year of Title IX, it will be examined to understand the reason for its creation and the impact it has made on modern day sports. Furthermore, through the non-fiction readings, students will see how sport unites families and brings together communities. **Major Activities: Socratic Seminar on *Friday Night Lights*; Literary analysis essay on *Friday Night Lights*; Review of a game (either live game or seen on TV)—written after reading models of sports journalism; Guest speakers working in the field of sports journalism.**

**Unit 4: To Divide** This unit will reveal to students the fundamental dilemmas that athletic prowess poses: how to strive for greatness while embracing failure? It poses the functional paradigm that athletic competition is profoundly important, and yet, just a game. Students will be asked to analyze hubris and to seek out its place in athletics. Why some can embrace the quest without losing sight of the bigger picture, while others, are trapped in the very legends they create. The unit will conclude with discussion of a quote attributed to General Patton that states, "all glory is fleeting" - not the most pessimistic nor the most optimistic. It simply is. **Major Activities: Original short story (sports themed; may be autobiographical or fictional); Socratic seminar on *My Losing Season*; Final literary analysis essay on *My Losing Season*; Synthesis essay on paying professional athletes/coaches astronomical salaries.**

**Students will also keep writers' notebooks throughout the year with reading notes, process writing and reflections. These will be collected and evaluated at least once per quarter using a rubric.**

#### **Assessment & Evaluation:**

All writing assignments will be assessed using rubrics with specific criteria outline (content/depth of thinking, organization, evidence, academic diction and voice, mechanics). Students will be given clear expectations for writing, including peer editing checklist and models of each type of writing.

Socratic seminars and presentations will also be evaluated using rubrics with criteria similar to those listed above (but delivery and speaking skills assessed rather than mechanics).

Writers' notebooks will be assessed with a rubric that clearly outlines expectations (for example summary notes for each chapter of novel, key quotations with analysis, quick-writes and reflections as assigned in class on specific dates).

Quizzes and tests will focus on students' knowledge of reading, ability to analyze themes and literary devices (points of view, figurative language, irony, etc) and mastery of vocabulary taught in the class.

Students will also receive weekly grades for participation in the course (tracked daily by instructor on clipboard). Active engagement, preparation and contributions to class discourse will be the key criteria for assessing preparation.

21. Instructional Materials:  
Board approved required text:

TEXTBOOK 51677

Title: The Natural  
Edition: Paperback  
Publication Date: 2003  
Publisher: Farrar, Straus and  
Giroux  
Author(s): Bernard Malamud  
URL Resource:  
Usage:  
Primary Text  
Read in entirety or near entirety

TEXTBOOK 51678

Title: My Losing Season  
Edition: Paperback  
Publication Date: 2003  
Publisher: Bantam Books  
Author(s): Patrick Conroy  
URL Resource:  
Usage:  
Primary Text  
Read in entirety or near entirety

TEXTBOOK 51679

Title: Friday Night Lights  
Edition: Paperback  
Publication Date: 2000  
Publisher: Da Capo Press  
Author(s): H. G. Bissinger  
URL Resource:  
Usage:  
Primary Text  
Read in entirety or near entirety

TEXTBOOK 51680

Title: Shostak Level F  
Edition: Paperback  
Publication Date: 2005  
Publisher: Sadlier-Oxford  
Author(s): Jerome Shostak  
URL Resource:  
Usage:  
Primary Text  
Read in entirety or near entirety

## Supplementary materials:

### Poetry:

"Ex-Basketball Player" by John Updike

"To An Athlete Dying Young" by A.E. Housman

"Ozymandias" by Percy Bysshe Shelley

"If" by Rudyard Kipling

"Invictus" by William Ernest Henley

"Dulce Et Decorum Est" by Wilfred Owen

**Film: The excerpts of the movies that may be shown below are all rated PG or PG-13, therefore permission slips would not be needed; however as it the case with all films shown, if the rating is such that permission slips are needed, BOE policy be followed.**

*Hoop Dreams* (excerpts)

*The Natural* (excerpts)

*Friday Night Lights* (excerpts)

*Invictus* (excerpts)

*Salute* (excerpts)

*Miracle* (excerpts)

*Bang the Drum Slowly* (excerpt)

*Patton* (excerpt)

### 22. Instructional Methods and/or Strategies

Close reading of text, annotations, small and large group discussion, formal essays taught through explicit steps of the writing process, developing academic vocabulary, writing in various modes (analytical, narrative, research-based).

### 23. Assessment and Evaluation

formal essays

quizzes and tests

projects and presentations

Socratic seminars/discussions

### 24. Grading Policy

As per department

## SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

This course will also examine how sports can be an agent for social change, for breaking social barriers, and teaching tolerance. Through discussion and writing, students will grow in awareness of the relationship between athletics and contemporary society and come to recognize sports as a metaphor for the human condition, its social behavior, and the roles men and women play within it.

26. History of Course Description:

This course was developed for the Archbishop Mitty High School focusing on subject area "b" English. To address these challenges of getting disengaged or reluctant readers to connect with the literature in English courses, this course was developed with the idea that topics of high interest and the use of inspiring non-fiction could encourage these reluctant readers to be successful in English.