

Unit Title: Athlete Personal Playlist

Grade Level: Grades 6-12

Subject Area: ELL

Duration/Length/Number of class periods: Two to three weeks. Students will work at their own pace, and the teacher will provide ongoing support as needed. Assessments will be done side-by-side so students can immediately receive feedback.

Description: Throughout the course of this unit, students will explore the field of athletics and the role that branding plays in the success of athletes and athletic teams. Students will learn some basic vocabulary related to athletics, do some research on two athletes of their choosing, and then write a compare and contrast paragraph using what they learned in their research. They will create a personalized athletic uniform inspired by one of the two athletes that they had researched. They will end the unit by creating a final product to answer at least one of the unit's essential questions.

Established Goals:

Minnesota ELA Standards

6.5.7.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

6.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)

6.7.7.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

What **Enduring Understandings** are desired?

- Success means different things to different people.
- Building and maintaining a strong brand presence has become very important to many professional athletes and athletic teams.
- An athlete's salary isn't just impacted by their skill level.
- Image likeness and name lead to profit but not always a positive outcome.
- Branding for an individual and a team can lead to different outcomes depending on the social situation.

What **Essential Questions** will be considered?

- What does it mean to be successful?
- How does an athlete measure success? How do they know they have been successful?
- Why do some athletes have their own logos or branding while other athletes don't?
- Should there be a minimum age for an athlete to profit off of their name, image, or likeness?

Students will know / be able to:

- **Check for and build** background knowledge on athletics
- **Learn** common vocabulary terms related to the athletics
- **Research and take notes** on two different athletes
- **Write** a compare and contrast paragraph about two chosen athletes
- **Design and explain in written and oral form** a personalized athletic uniform inspired by one of the two athletes researched
- **Create** a final project that answers at least one of the unit's essential questions.

translation tools. These tools are important to promote digital equity for your students, allowing even newcomers to access grade level content. As they do their research, they will take notes in the provided Google Doc.							
Students will write a paragraph comparing and contrasting their two athletes using sentence starters for compare and contrast essays. They will then use Flip to record themselves reading their compare and contrast paragraph aloud.	X			X	Google Doc, Flip		
Students will design a uniform that is inspired by one of their two chosen athletes. Students will then write a paper using sentence frames about why they created the uniform as they did. They will finally use Flip to record themselves reading their completed paper.	X			X	Google Docs, Google Drawings, Google Slides, Flip		4a
Students will create a final project that answers at least one of the unit's essential questions. When they are finished, they will complete a self-assessment rubric before the teacher will give the student their feedback and grade (if applicable). The teacher will read the student's feedback and then give their own feedback on the bottom of the student's document.			X		Google Docs, student choice of technology, self-assessment rubric using Google Docs		1a, 3c, 4a, 6a-d
Students will fill out a Google Form to reflect on how the unit went for them.			X		Google Form		

Materials, tools and resources:

[Link](#) to template for the athlete personal playlist

[Link](#) to a Google Sheets spreadsheet for teacher to keep track of individual student progress in the personal playlist

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Additional credit given to: Catlin Tucker for the Playlist Template

Comments for using the personal playlist:

After an initial introduction of the project, students will be working individually (or possibly with a partner where both students turn in their own work) at their own pace during the class period over the course of the unit. At specific times in the playlist, students are told to stop and check in with the teacher. During these check-ins, teachers can have discussions with students, answer questions and probe students to think deeper about their learning. They can provide necessary feedback and scaffolding to students. Any assessments will be done side-by-side so that students immediately hear their feedback.