

English Language Arts: Science/Technical Subjects
Reading and Writing Standards
Department: Physical Education
Course: Sport Psychology

Standard	Application of Standard	Unit	Level	Resources
WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	Students form an opinion on the topic of youth sports, weighing supporting and critical claims from various resources, including their own experience. Students will compile their findings in a thoroughly developed written argument, citing their various resources.	Sport in America	11-12	<ol style="list-style-type: none"> 1. Big Time Losers - video 2. "Out of Williamsport into the Parent trap" - article. 3. Class discussion and lecture. 4. http://www.drdauidgeier.com/signs-child-youth-sports-burnout-kids/ 5. http://educatedsportsparent.com/athlete-burnout. 6. More than a Game: video
RI.11-12.1 Cite strong and thorough textual evidence 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.	Students form an opinion on the topic of youth sports, weighing supporting and critical claims from various resources, comprehending, analyzing, synthesizing and interpreting the text.	Sport in America	11-12	<ol style="list-style-type: none"> 1. Big Time Losers - video 2. "Out of Williamsport into the Parent trap" - article. 3. Class discussion and lecture. 4. http://www.drdauidgeier.com/signs-child-youth-sports-burnout-kids/ 5. http://educatedsportsparent.com/athlete-burnout. 6. More than a Game: video

Burnout Scoring Rubric

Name _____

Standard	6	5	4	3	2	1
WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	Exemplary ability to draw evidence from informational texts to support analysis, reflection, and research.	Excellent ability to draw evidence from informational texts to support analysis, reflection, and research.	Moderate ability to draw evidence from informational texts to support analysis, reflection, and research.	Acceptable ability to draw evidence from informational texts to support analysis, reflection, and research.	Limited ability to draw evidence from informational texts to support analysis, reflection, and research.	Lacks ability to draw evidence from informational texts to support analysis, reflection, and research.
RI.11-12.1 Cite strong and thorough textual evidence 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.	Exemplary ability to cite strong and thorough textual evidence and draw inferences	Excellent ability to cite strong and thorough textual evidence and draw inferences	Moderate ability to cite strong and thorough textual evidence and draw inferences	Acceptable ability to cite strong and thorough textual evidence and draw inferences	Limited ability to cite strong and thorough textual evidence and draw inferences	Lacks ability to cite strong and thorough textual evidence and draw inferences
Percentages	100	90	80	70	60	50

Score _____

Comments: _____

Sports Psychology
Spring 2013
Sport in America

Intro: Where does sport fit in society? Does youth sport have a place? As we have heard, sport in America today has many critics and criticisms. From the sexualization of women, the lack of equality and justice for minorities of all types, the commercialization of youth sports, the media's exploitation of athletes and the business of big time collegiate athletics. We could go on. For your purposes, understand how sport in America has been framed, packaged and then fed to the youth of our country.

Task: In a well written paper,

1. Explain how the diagnosis of "burnout" in youth sports, (and other maladies) come out of the general culture of sport in America.
2. Take a stance and persuade the reader that sport culture in America is either
 - A. a good place OR
 - B. Not a good place for our youths to spend their time.

Key: Be sure to explain terms such as power, control, dominance, rights, privileged, superiority, norms, propaganda, bias, starry eyed syndrome, sport specialization, "more is better" mindset vicarious living, achievement by proxy syndrome and white, male hegemony.

Sources: Be sure to use the sources given in class, including:

The role of Winning in Youth Sports - Feigley

Athlete Burnout - Educated Sports Parent

Overuse Injuries - Brenner

Institute for Sports Medicine

More than a Game - video

Big Time Losers - video

Others? You are encouraged to use other resources not given in class.

Parameters:

*There is no page minimum or maximum

*12 point font

*Times New Roman

*Double Spaced

*Default Margins

*Page numbers

*Catchy title

*In text citations

*Bibliography

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<p>CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<p>Students are asked to complete two personality inventories. The Big 5 places a person on a continuum in five personality characteristics, (OCEAN) expressed in percentile. The Jung typology addresses personality in 4 trait pairings, creating 16 different types. Based on Carl Jung's archetypes, it is one of the best known personality inventories and is used in many different human resource departments worldwide.</p>	<p>Personality</p>	<p>11-12</p>	<p>WWW.OUTOFSERVICE.COM WWW.TYPLOGIC.COM WWW.HUMANMETRICS.COM</p>
<p>CCSS.ELA-Literacy.WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>Students are to reflect and write about their findings in a one page summary/analysis.</p>	<p>Personality</p>	<p>11-12</p>	<p>WWW.OUTOFSERVICE.COM WWW.TYPLOGIC.COM WWW.HUMANMETRICS.COM</p>

Name _____

Scoring Rubric

Standard	6	5	4	3	2	1
CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Exemplary ability to summarize the concepts and paraphrase them in simpler terms.	Excellent ability to summarize the concepts and paraphrase them in simpler terms.	Moderate ability to summarize the concepts and paraphrase them in simpler terms.	Acceptable ability to summarize the concepts and paraphrase them in simpler terms.	Limited ability to summarize the concepts and paraphrase them in simpler terms.	Lacks ability to summarize the concepts and paraphrase them in simpler terms.
CCSS.ELA-Literacy.WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	Exemplary concluding analysis of article's content and provision of implications of the topic's significance.	Excellent concluding analysis of article's content and provision of implications of the topic's significance.	Moderate concluding analysis of article's content and provisions of implications of the topic's significance.	Acceptable concluding analysis of article's content and provisions of implications of the topic's significance.	Limited concluding analysis of article's content and provisions of implications of the topic's significance.	Lacks concluding analysis of article's content and provisions of implications of the topic's significance.
Percentages	100	90	80	70	60	50

Score _____

Comments: _____

Intro: Personality is a very complex concept. It is a large part of who and why we are who we are. Being aware of who we think we are may not match who we really are. So who are you?

I. The Big 5.

1. Go to : www.outofservice.com.
2. Take The Big 5 personality test
3. Answer all statements honestly as best as you perceive it.
4. Submit and get your results.
5. Email results to yourself or hand write the results generated by the web site.
6. Consider where you placed yourself on the continuum of OCEAN.

II Jung Typology

1. Go to www.humanmetrics.com
2. Complete the Jung typology test. Hit the "TAKE TEST" text.
3. Click the "DO IT" text.
4. Email your results to yourself or store them some place where you have access to it.
5. Read the results description and reflect on the accuracy of it.
6. Go to www.typlogic.com and explore the site as it pertains to your four letters.

TASK: Write a one page summary/reflection of the results for both the Big 5 and the Jung typology, including the cross reference to Butt and Heiss description at typlogic.com., double spaced, 12 pt font, default margins, Times New Roman, please.

Guiding questions: Are you surprised by the results of the surveys? Did you learn something about yourself that you believe is accurate? What type of person would you get along best with according to typlogic? Who would you lock horns with? How are these types of surveys useful in sport psychology? Make a connection from your own experience to personalities you have come across. Where would you place your coach on the big 5 continuums? How about your parents? Are captains of teams any particular type?