

Name _____

Class _____

Vocabulary for Unit 4: Contact Sports: Worth the Risk? — LIST 2

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: complete

Correct Definition:

1. Acceleration [ak-sel-uh-rey-shuhn]

The tall hill made Esmeralda's bike gain so much acceleration that she felt like she was flying.



The lead horse's acceleration made it impossible for the others to catch up.


What's your **prediction**?

My Answer:

Correct Definition:

2. Adaptable [uh-dap-tuh-buhl]

Small businesses require employees who are adaptable and able to learn new tasks.



Wearing layers makes people adaptable to unpredictable weather.

What's your **prediction**?

My Answer:

Correct Definition:

3. Competent [kom-pi-tuhnt]

After the interview, Tia believed that Dale was competent enough to be her child's nanny.



Eddy would need to prove he was competent if he wanted his boss to trust him with the new project.

What's your **prediction**?

My Answer:

Correct Definition:

4. Enhance [en-hans]

When Carly turned her phone off during the work day, it enhanced her focus.



Updating the wireless Internet connection enhanced the students' learning experience.

What's your **prediction**?

My Answer:

Correct Definition:

5. Evade [ih-veyd]

In the game of "tag," the goal is to evade getting caught by the person who is "it."



The kitten tried to evade us by hiding under the blanket.

What's your **prediction**?

My Answer:

Correct Definition:

6. Incorporate [in-kawr-puh-reyt]

The group realized that they would need to compromise and incorporate everyone's ideas to be successful.



The park design incorporated the public's requests for wider bike paths.

What's your **prediction**?

My Answer:

Correct Definition:

7. Persist [per-sist]

The journalist persisted in her questioning, even when she was ignored.



Agatha's fear of heights almost made her give up rock climbing, but she persisted.

What's your **prediction**?

My Answer:

Correct Definition:

8. Potential [puh-ten-shuhl]

Even though the team lost the first few games, their coach believed they had the potential to be great.



The baby gorilla had the potential to become the most powerful animal in the jungle.

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

Acceleration Adapt Competence Enhances Evade Incorporate Persist Potential

	My answer
1. Axel knew that he had the ____ to do some amazing things in his life, but he struggled to determine what his true passions were.	
2. To complete the research assignment, Nikita had to ____ what she had learned about the topic in history class.	
3. Even though she kept making mistakes, Babette ____ in her efforts to complete her first quilt.	
4. The judge's confusing speech made the public question his ____ to oversee such an important trial.	
5. Pedestrians are at risk when walking on streets without sidewalks because of the ____ of passing cars.	
6. When people travel around the world, they often have to ____ to a new culture and accept that just because something is different doesn't mean it is wrong.	
7. Holiday World & Splashin' Safari in Santa Claus, Indiana, ____ the visitor experience by providing free soft drinks, parking, and sunscreen.	
8. Wendell tried to ____ eye contact with his parents after putting a dent in their new car.	



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

Acceleration Adaptable Competent Enhance Evade Incorporate Persistent Potential

- Chameleons are able to change color to fit a variety of situations. They can protect themselves by changing colors to send a warning to possible predators. They also attract possible mates by changing to a bright color. Chameleons can even change color based on the weather, as a way to warm up or cool down.

Chameleons are _____ because _____

My Answer	My Reason

- The three-striped cory, a small catfish, has extra strong scales that defends it against predators. In a laboratory study, this small catfish was able to survive an attack from a piranha and escape without injuries.

The three-striped cory can _____ predators because _____

My Answer	My Reason

3. Dori had a very detailed plan for saving enough money to backpack through Europe. She expected it would take about six months to a year. However, winning the state lottery shortened how much time she needed to prepare and save.

Winning the lottery _____ Dori's timeline because _____

My Answer	My Reason

4. Earl's dream of working as a photographer for *National Geographic* was not simple to achieve. He encountered many setbacks when people told him he didn't have the talent and should go back home to the farm. With each rejection, he became more determined to prove everyone wrong.

Earl was _____ because _____

My Answer	My Reason

5. Helga had two great passions in life: books and cooking. She spent her entire adult life searching for a way to share these passions with others. She eventually opened a cafe that also served as the community's only bookstore. Her joy came from including both her passions in her daily work.

Helga _____ her passions into everyday life because _____

My Answer	My Reason

6. Penelope dedicated her time to improving vacant lots that had become dumping grounds for trash. She transformed them into parks for local residents and found better solutions for trash removal in the neighborhood.

Penelope's work _____ neighborhoods because _____

My Answer	My Reason

7. Ms. Gonzalez was delighted when so many people showed up to the first day of try-outs for the spring musical. Otis was the first person to try out. Even though Otis was nervous, Ms. Gonzalez felt that, with practice and encouragement, he could develop into a skilled actor.

Ms. Gonzalez saw _____ in Otis because _____

My Answer	My Reason

8. Even though many people in woodworking class underestimated Nancy, she was quite skilled in carpentry. For the final class project, Nancy showcased a sturdy yet artistic collection of furniture. She ended up earning several job offers, while many of her classmates did not.

Nancy proved she was _____ because _____

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: Avoid Capable Continue Flexible Improve Include Possibility Quicken

Words	My Answer
1. Accelerate	
2. Adaptable	
3. Competent	
4. Enhance	
5. Evade	
6. Incorporate	
7. Persist	
8. Potential	

Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.



1. Cheetahs can accelerate from zero to 60 mph in about three seconds. Is this more impressive or terrifying? Why?

2. What type of climate is easier to adapt to: warm or cold? Why?

3. What are some of the skills of a competent teacher?

4. Which invention did more to enhance people's lives: the telephone or the automobile? Why?

5. Describe a time when you tried to evade someone's attention. What did you do to evade them?

6. Why is it sometimes hard to incorporate a new person into a group of friends?

7. Describe a time when you showed, or saw someone else show, persistence. What was the result?

8. What does it mean if someone tells you to “live up to your potential”?

Name _____ Class _____

Related Media Exploration: Playing Through the Pain

PART 1: “A Tremendous Amount of Collision”

Directions: Watch “NFL — Special — Coaches Crunch Course” (2:07). Then, answer questions 1-4.



1. Summarize how NFL coaches viewed tackling in 1985, the year this video was made.

2. How do you think this mindset around tackling in the NFL impacted players in youth and high school football?

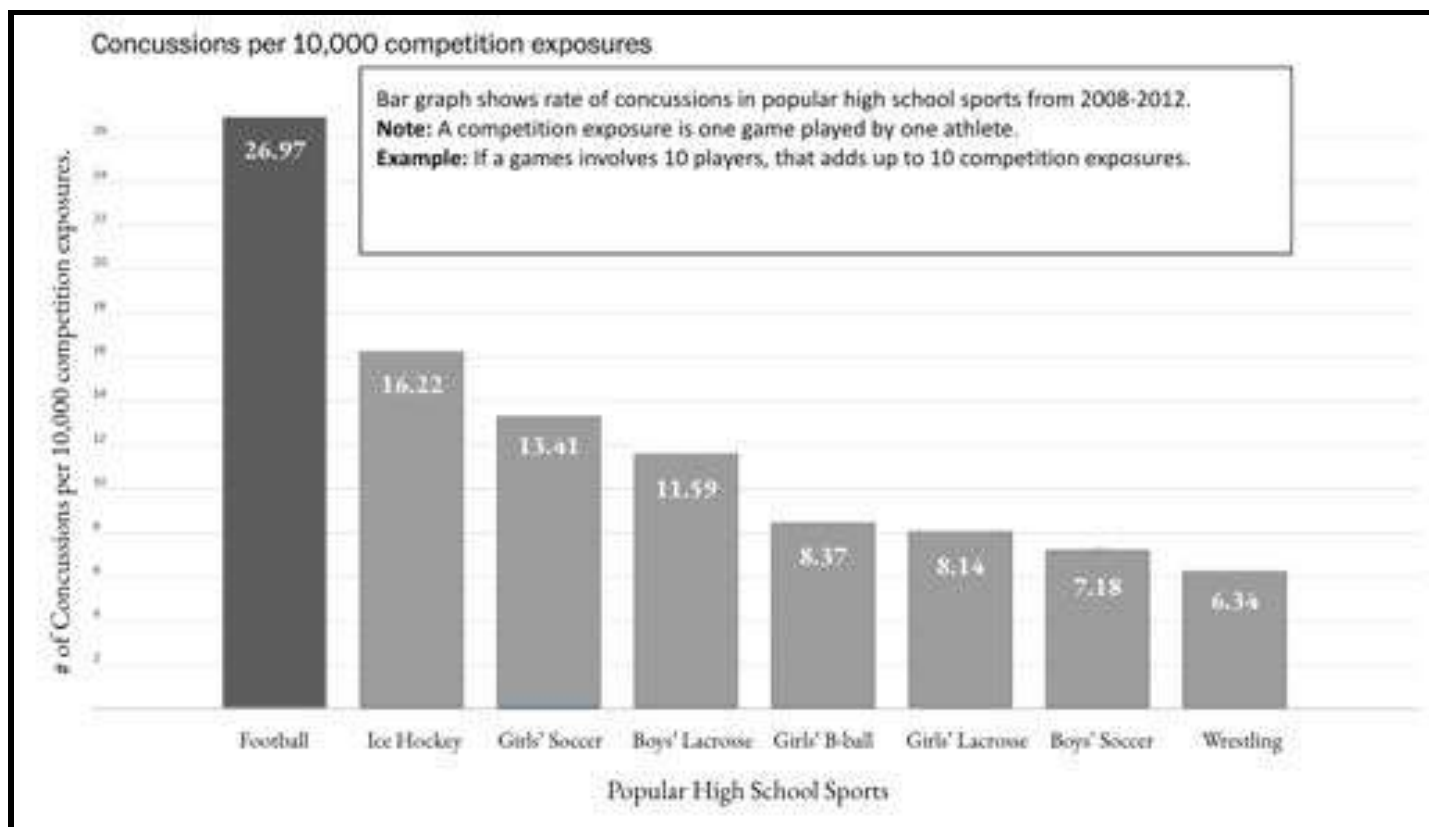
3. How do you think this mindset might have impacted players in their futures outside of football?

4. What do you think about this mindset in football? Why?



PART 2: How Risky Is It?

Directions: Review the graph “Concussions per 10,000 competition exposures.” Then, answer questions 5-7.



Concussions per 10,000 competition exposures; “Reducing the number of concussions in high school girls’ soccer is a daunting task” by Chelsea Janes; *The Washington Post*; Washingtonpost.com; 24 Apr. 2014; https://www.washingtonpost.com/sports/highschools/reducing-the-number-of-concussions-in-high-school-girls-soccer-is-a-daunting-task/2014/04/24/4054f470-c6ff-11e3-9f37-7ce307c56815_story.htm

5. What do you notice in this graph?

6. What does this graph reveal about the risks people take when playing high school sports?

7. What connection can you make between this graph and the “NFL — Special — Coaches Crunch Course” video?

PART 3: “That’s the Game of Football”

Directions: Follow the link to watch the video “Do you worry about concussions?” (1:40) that interviews high school football players. Then, answer questions 8-9.



8. Summarize the reasons why some of these high school football players **do not** worry about concussions.

9. Some of these players seem to be aware of the risk posed by playing football, and yet they continue to play. Why do you think that is?

PART 4: Changing Perspectives

Directions: Watch “NFL Players’ Concussion PSA: Be Man Enough to Admit When You’re Hurt | GQ Sports” (3:01). Then, answer questions 10-13.



10. Based on this video, how have things changed in football since the 1985 Crunch Course video?

11. Based on the other parts of this exploration, why are these changes in perspective necessary?

12. Based on this video, why do athletes sometimes play through concussions?

13. What do you think could be done to change the practice of playing through concussions?

PART 5: Independent Reflection

Directions: Respond to the prompt by writing or typing in the box.



PROMPT: Who is *most* responsible for shaping mindsets about tackling in football: players, coaches, parents, or fans? Explain. Summarize evidence from the videos and graph in your response.

PART 6: Whole Class Discussion

Directions: Share your answer to the question from Part 5 with the class. Then, keep the conversation going by discussing the following optional questions.



- Pretend you are the parent of a 12-year-old boy. Based on what you've learned during this exploration, would you sign him up for football? Why or why not?
- Imagine an NFL without tackling. Do you think people would still watch and love this sport? Why or why not?
- Think about the coaches in the first video. If you could share one fact you learned during this exploration with them, what would it be? Why?
- Are you an athlete? How would you describe the way your coaches, teammates, and parents respond to injuries?
- As a sports fan, how do you respond when you see hard tackles or hits in football and other sports?

Name _____ Class _____

What a Lifetime of Playing Football can do to the Human Brain

Six things to know about the NFL, concussions, and brain damage

Brian Resnick

About this text	
In this article, the author describes the relationship between sports, concussions, and CTE, a gradually worsening brain disease linked to repeated head injuries and concussions.	
Purpose for reading	Vocabulary
To learn about concussions and CTE so we can better understand the debate over the risks of contact sports.	<p>Let's pronounce these words together as a class:</p> <p>Chronic [kron-ik] Cognitive [kog-ni-tiv] Collide [kuh-lahyd] Cumulative [kyoo-myuh-luh-tiv] Impair [im-pair] Prevalent [prev-uh-luhnt] Trend [trend]</p>

WHOLE CLASS READING	DURING READING QUESTIONS
<p>[1] Football isn't just a contact sport — it's a dangerous game of massive bodies colliding into one another. And while it may seem obvious that this sport can do extraordinary damage to brains and bodies, it's taken far too long for the NFL, the medical community, and football fans to fully reckon with this.</p> <p>[2] Doctors have learned a tremendous amount about concussions and chronic traumatic encephalopathy, or CTE, a degenerative¹ brain condition believed to be caused by repeated hits to the head, since the first former NFL player was diagnosed with CTE in the early 2000s. Concern around the issue has only grown now that more than 100 former NFL players have received a postmortem² diagnosis of CTE, and new research is finding that youth football may be a risk factor for CTE down the line.</p> <p>[3] Football is still an immensely popular sport in the United States, and this weekend, millions will watch and enjoy the Super Bowl. But all the evidence we now have about the very serious risk of brain injuries casts a dim light on the future of the sport. Here's what you need to know.</p>	<p>Paragraphs 1-3</p> <p>A. Think & Share: What is CTE?</p> <p>B. Think & Share: What causes CTE?</p> <p>C. Write: State the author's claim in your own words.</p>

¹ **Degenerative** (*adjective*): characterized by a gradual decline or worsening

² done after death

Concussions are incredibly commonplace in professional football

[4] The human brain — the most complicated and powerful organ on planet Earth — is squishy. And when a person hits their head hard, the brain can bounce around and twist in the skull. It's this rapid motion of the brain inside the skull that creates the traumatic³ brain injury known as a concussion.

[5] During impact, individual neurons⁴ can be stretched and damaged. Brain chemistry gets out of whack. Concussions make people “see stars,”⁵ become disoriented,⁶ lose consciousness, become sensitive to light and sound, get headaches, and have sluggish or confused thoughts for weeks and even months.

[6] Heads and bodies get smashed and shuddered every week during the football season. And despite changing the rules to allow for more severe penalties and fines for flagrant⁷ helmet-to-helmet hits, the NFL has not succeeded so far in preventing concussions.

[7] The number of concussions sustained during practice and gameplay in 2018 fell somewhat, from a total of 281 in 2017 to a total of 214 in 2018, according to the NFL's injury data. But they still occur regularly.

[8] This data doesn't cover the countless additional blows to the head that don't reach the level of concussion but still may pose a risk for the brain.

Chronic Traumatic Encephalopathy Is a Degenerative Brain Disease Caused By Repetitive Hits

[9] CTE is not about single concussions. It's the result of repeated concussions — and even head impacts that are not quite as severe — which can result in lasting structural changes in the brain. “The pain you feel [after a hit] is not necessarily an indicator of the damage that does to your head,” says Philip Bayly, an engineering professor at Washington University in Saint Louis, who has been studying the mechanics of brain movement inside the head.

[10] Specifically, brains with CTE accumulate⁸ a protein called tau (which is believed to be dislodged from brain fibers during an injury). Tau clumps together in the tissues of the brain, interrupting critical information flow.

[11] Currently the only way to definitively diagnose CTE is through an autopsy.⁹ In 2005, researchers published the first confirmed case of CTE in an NFL player (the lead author of that study, Bennet Omalu, was portrayed by Will Smith in the movie *Concussion*). The results of that report contained ominous¹⁰ statistics to suggest CTE might be frighteningly **prevalent** among players:

[12] There are approximately 0.41 concussions per NFL game of American football: 67.7% of concussions involve impact by another player's helmet, 20.9% involve impact by other body regions (e.g., a knee), and 11.4% involve impact on the ground (29, 31, 32, 40). It has been reported that 9.3% of the concussions involved loss of consciousness and 2.4% of the concussions resulted in hospitalization.

Paragraphs 4-8

A. Turn & Talk: In your own words, describe what happens when someone gets a concussion.

B. Write: How does the author view the NFL's efforts to make football safer?

Paragraphs 9-13

Write: Why do researchers believe “CTE might be frighteningly prevalent among [NFL] players” (11)?

³ **Trauma** (*noun*): a severe physical injury or emotional shock

⁴ a nerve cell in the body; there are many neurons in the brain

⁵ the dizziness and flashes of light that can occur after a head injury

⁶ **Disoriented** (*adjective*): confused or without a sense of direction; often a temporary condition

⁷ **Flagrant** (*adjective*): obviously wrong, offensive, or against the rules

⁸ **Accumulate** (*verb*): gradually build up or gather

⁹ **Autopsy** (*noun*): a physical examination of a body after death, often to discover the cause of death or disease

¹⁰ **Ominous** (*adjective*): threatening; giving the impression that something bad is going to happen

[13] And since then, evidence has only mounted¹¹ that the repeated head blows in the NFL contribute to the disease.

INDEPENDENT READING

There's a range of CTE symptoms, from forgetfulness to violent behavior

[14] The symptoms of CTE creep slowly, taking 8 to 10 years to manifest¹² after initial repeated brain traumas, and can grow worse over decades.

[15] In stage I, symptoms are subtle: headaches, short-term memory loss, and loss of attention. By stage IV, "most subjects also showed profound loss of attention and concentration, executive dysfunction,¹³ language difficulties, explosivity, aggressive tendencies, paranoia, depression, gait and visuospatial difficulties,"¹⁴ the paper explains.

It's unclear how many former NFL players have CTE

[16] CTE can only be conclusively diagnosed through an autopsy (though progress is being made in diagnosing via MRI).¹⁵ So it's hard to say how many current and former football players have the condition. What we do know is that there are dozens of cases of confirmed CTE — enough to be alarming.

[17] In 2017, *JAMA* published a major and disturbing finding. Researchers had collected the autopsied brains of 202 former football players who had donated their brains to science, or had them donated via their next of kin. The players included those who had played in the NFL, but also those who only played through college, and a few who had only played in high school.

[18] Of the 202 brains, 177, or nearly 90 percent, were diagnosed with CTE. And there was a pattern: those who had played football longer were more likely to have worse brain damage. Among the former NFL players in the sample, 99 percent had CTE. This suggests the effects of brain trauma on CTE are **cumulative**. The more trauma over a longer period, the worse the symptoms.

[19] This is not to say that 99 percent of NFL players will develop CTE (the brains were donated and are not a representative sample).¹⁶ But it does show that football players are, indeed, at risk.

DURING READING QUESTIONS

Paragraphs 14-15

Write: Summarize how the symptoms of CTE change over the course of the disease.

Paragraphs 16-19

Write: What did the study suggest about the connection between football and brain damage?

WHOLE CLASS READING

Even high school and college-level play poses a risk

[20] One of the biggest consequences of the concussion research is that fewer young people are participating in the sport. In a recent documentary, retired star quarterback Brett Favre said he'd prefer that his grandsons play golf over football. Celebrities like former President Barack Obama have said they wouldn't let their sons play football.

[21] National **trends** reflect the unease.¹⁷ The number of high school students playing football dropped by 20,000 between 2016 and 2017, continuing a downward **trend**. In 2008, 1.11 million high school students played football. Now,

DURING READING QUESTIONS

¹¹ **Mounted** (verb): increased

¹² **Manifest** (verb): display or show

¹³ having trouble with skills such as paying attention, remembering information, and completing tasks

¹⁴ difficulty judging distance and speed that can result in clumsiness

¹⁵ MRI is short for magnetic resonance imaging, a medical test that creates detailed images of organs and tissue within the body.

¹⁶ A representative sample refers to a small group of people who are chosen so that the makeup of the group will match the makeup of a larger population. For example, if the population is 51% female, a representative sample would also be 51% female.

¹⁷ **Unease** (noun): anxiety or emotional discomfort

it's 1.039 million. That said, football is still the most popular sport for high school males.

[22] And there's some data to suggest that drop in participation is led by white students. "Black kids in lower-income communities without a lot of other sports available are still flocking to football," the Atlantic's Alana Semuels reports.

[23] And parents have reason to be concerned about young kids playing the sport.

[24] A 2015 study found that former NFL players who began football before age 12 fared worse on **cognitive** assessments than those who started later in their teens. And this held true even controlling for number of years played.¹⁸

[25] It suggests (though not conclusively) that playing football at ages younger than 12 is more dangerous for long-term **cognitive** decline than starting at an older age. "The results of this study suggest that sustaining repeated head injuries during critical periods of brain maturation¹⁹ could alter neurodevelopmental trajectories, leading to later-life **cognitive impairment**," the study concluded.

[26] More recently, a study on the brains of deceased football players also found a link between early play and CTE. Athletes who began playing tackle football before age 12 developed the **cognitive** and behavior symptoms of CTE 13 years earlier on average than those who started playing later in their teenage years.

[27] So, brain changes are a concern for younger football players. Yet another study found evidence to suggest that college football experience can lead to a decrease in the volume of the hippocampus²⁰ — a critical region for memory — compared to people who never played college football.

[28] And teenage brains can show signs of CTE, as a study of four brains from deceased teenagers who died within a few weeks of sustaining a head injury showed. One of the brains had enough tau protein to be diagnosed with stage 1 CTE.

[29] Again, this study doesn't suggest that CTE among teenagers is **prevalent**. It just shows that it is possible.

Paragraphs 20-22

Turn & Talk: What do you think are some other, possible consequences—positive or negative—of concussion research on youth football?

Paragraphs 24-29

Find Evidence: Underline three details that reveal why some parents might be concerned about allowing their children to play football.

"What a lifetime of playing football can do to the human brain" by Brian Resnick. Copyright © 2019 Vox Media, LLC. All rights reserved. Used with permission.

¹⁸ When researchers group players by the total number of years they spent playing football, the players who started before age 12 still do worse on cognitive tests than those who started older.

¹⁹ growth or development

²⁰ a section of the brain



Further Analysis Questions

Directions: Read the following excerpts from “What a Lifetime of Playing Football can do to the Human Brain.” Notice the bolded and underlined portion of each excerpt. Then, work with a partner or independently to answer the questions that follow. Be prepared to discuss your answers with your class.

5 minutes

- “Concern around the issue has only grown now that more than 100 former NFL players have received a postmortem diagnosis of CTE, and new research is finding that youth football may be a risk factor for CTE down the line.” (2)
- “The results of that report contained ominous statistics to suggest CTE might be frighteningly prevalent among players.” (11)
- “This suggests the effects of brain trauma on CTE are cumulative.” (18)
- “This is not to say that 99 percent of NFL players will develop CTE (the brains were donated and are not a representative sample).” (19)
- “It suggests (though not conclusively) that playing football at ages younger than 12 is more dangerous for long-term cognitive decline than starting at an older age.” (25)
- “Yet another study found evidence to suggest that college football experience can lead to a decrease in the volume of the hippocampus — a critical region for memory — compared to people who never played college football.” (27)

1. What is the difference between “suggest” and “prove”?


2. What is revealed by the author’s word choice in the underlined portions of each excerpt?

3. Consider all the studies referenced in “What a lifetime of playing football can do to the human brain.” When you consider all of the studies together, what is *most likely* true about football and CTE?



Taking Notes for your Research Paper

Directions: Think about how this text answers our research question. Then add notes to your graphic organizer in the row for this text. *10 minutes*



Name _____ Class _____

RESEARCH QUESTION: Is playing contact sports worth the risk?		
Text Title	Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)	No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)
What a Lifetime of Playing Football Can Do to the Human Brain		
The Concussion Gap: Head Injuries in Girls Soccer Are an "Unpublicized Epidemic"		

1

Name _____

Class _____

Independent Practice

Directions: Answer the multiple choice questions for “What a Lifetime of Playing Football can do to the Human Brain.” 5 minutes



1. What connection does the author draw between football and brain damage? **[RI.3]**
 - A. Football is more likely to lead to repeated concussions than any other sport.
 - B. Football can lead to more severe symptoms of CTE compared to other sports.
 - C. The longer someone plays football, the worse their brain damage is likely to be.
 - D. The younger a football player is, the easier it is for them to recover from a concussion.

2. Which piece of evidence *best* reveals why “youth football may be a risk factor for CTE down the line” (2)? **[RI.1]**
 - A. “And despite changing the rules to allow for more severe penalties and fines for flagrant helmet-to-helmet hits, the NFL has not succeeded so far in preventing concussions.” (Paragraph 6)
 - B. “Among the former NFL players in the sample, 99 percent had CTE.” (Paragraph 18)
 - C. “A 2015 study found that former NFL players who began football before age 12 fared worse on cognitive assessments than those who started later in their teens.” (Paragraph 24)
 - D. “Yet another study found evidence to suggest that college football experience can lead to a decrease in the volume of the hippocampus — a critical region for memory — compared to people who never played college football.” (Paragraph 27)

3. In paragraph 13, what does the phrase “evidence has only mounted” indicate about the results of recent scientific studies of concussions? **[RI.4]**
 - A. It reveals that new evidence has made people more uncertain about the connection between repeated concussions and CTE.
 - B. It reveals that the evidence connecting repeated concussions to CTE has increased as more research is done.
 - C. It reveals that there is now evidence disproving the belief that repeated concussions contribute to CTE.
 - D. It reveals that new evidence has made people more confident that football can be made safe.

4. Which statement *best* expresses the central idea of the article? **[RI.2]**
 - A. Scientists have proven that CTE is a disease that severely affects a person’s life.
 - B. Scientists have proven that CTE is a very common disease among young football players.
 - C. Research suggests that concussions sustained while playing football can contribute to CTE.
 - D. Research suggests that football players with CTE may experience no serious symptoms of the disease.



Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*

DISCUSSION SENTENCE STARTERS

- *In the text it said that...*
- *One moment that illustrates this is...*
- *The connection I see between ____ and ____ is...*
- *What you said about ____ connects to ____ because...*

1. What questions do you still have about concussions and CTE?

My answer	My partner's answer

2. What do you think could be done to reverse the **trend** of serious head injuries in football?

My answer	My partner's answer

3. What is something you love doing for fun? Would you be willing to give this activity up if there were a high risk of injury? Explain your answer.

My answer	My partner's answer

	Examples and evidence (paragraph #)	Examples and evidence (paragraph #)
<i>Supplemental or additional text:</i>		
<i>Supplemental or additional text:</i>		

Name _____ Class _____

RESEARCH QUESTION: Is playing contact sports worth the risk?		
Text Title	Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)	No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)
“What a Lifetime of Playing Football Can Do to the Human Brain”		

<p>“The Concussion Gap: Head Injuries in Girls Soccer Are an 'Unpublicized Epidemic'”</p>		
<p>RESEARCH QUESTION: Is playing contact sports worth the risk?</p>		
Text Title	<p>Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)</p>	<p>No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)</p>
<p>“The American Academy of Pediatrics on Tackling in Youth Football”</p>		

<p>“Heads Up Football Program Flourishing”</p>		
<p>RESEARCH QUESTION: Is playing contact sports worth the risk?</p>		
<p>Text Title</p>	<p>Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)</p>	<p>No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)</p>

<p>“The Social and Academic Benefits of Team Sports”</p>		
<p>Supplemental or additional text:</p>		
<p>RESEARCH QUESTION: Is playing contact sports worth the risk?</p>		
<p>Text Title</p>	<p>Yes, playing contact sports is worth the risks.</p>	<p>No, playing contact sports isn't worth the risks.</p>

	Examples and evidence (paragraph #)	Examples and evidence (paragraph #)
Supplemental or additional text:		
Supplemental or additional text:		

Name _____ Class _____

The Concussion Gap: Head Injuries in Girls Soccer Are An ‘Unpublicized Epidemic’

Lee van der Voo

About this text

In this article, Lee van der Voo, an award-winning investigative journalist, compares girls soccer to football, revealing the increasing, but often overlooked, concussion risks that female soccer players face.

Purpose for reading

To learn about concussions in girls’ soccer and some of the factors that cause them.

Vocabulary

Let’s pronounce these words together as a class:

Collide [kuh-lahyd]
Epidemic [ep-i-dem-ik]
Paramount [par-uh-mount]
Trend [trend]

WHOLE CLASS READING

[1] When it comes to concussion in sports, all eyes are on football, or so it seems. But it’s not just football that causes a high number of head injuries among young athletes.

[2] Another culprit? Girls soccer.

[3] National research has found girls are more likely to suffer a concussion than boys in any sport. In 2017, researchers at Northwestern University generated national headlines when they found concussion rates among young female soccer players were nearly as high as concussion rates for boys playing football — and roughly triple the rate of concussions in boys soccer.

[4] In Oregon, injury reports from public high schools analyzed by InvestigateWest and Pamplin Media Group¹ mirrored that **trend**, showing soccer concussions were second to those from football between 2015 and 2017. What’s more, at the schools that included the gender of injured athletes, there were nearly twice as many reports of possible concussions for girls playing soccer than boys in the sport.

[5] The rate of concussions in girls soccer worries local experts like Jim Chesnutt, a doctor in sports medicine at Oregon Health & Science University, who says those injuries are not widely recognized, even as concussion rates rise for girls playing soccer.

[6] “In a lot of ways, it’s a growing **epidemic** for young girls that I think has gone unpublicized,”² said Chesnutt, co-director of the Oregon Concussion Awareness and Management Program and a member of the Governor’s Task Force on Traumatic Brain Injury.

¹ InvestigateWest and Pamplin Media Group are news organizations based in Washington state.

² **Unpublicized** (adjective): not widely shared with the public

DURING READING QUESTIONS

Paragraphs 1-6

A. Think & Share: What does Chesnutt’s use of the word **epidemic** imply about how he wants others to view concussions in girls soccer?

B. Turn & Talk: How might publicizing the high number of concussions affect girls soccer?

PARTNER READING

DURING READING QUESTIONS

More exposure, more injury

[7] It's understandable that much of the youth concussion conversation centers on football, given the physical contact that is visibly — and audibly — evident on every play, as well as the large rosters and the lengthy lists of players who are injured.

[8] But if you compare girls soccer with football, and only look at the high school participation and injury data, "you're missing a gigantic part of the picture," according to Michael Koester, a doctor of sports medicine at the Slocum Center in Eugene. He directs its sports concussion program and serves as the chair of the Sports Medicine Advisory Committee for the National Federation of State High School Associations.

[9] Koester notes that high school boys play eight to 10 football games per season, and typically play other sports in the off-season.

[10] Girls, however, play 15 to 20 soccer games in a high school season, but when that season ends, they may play another 80-plus games throughout the winter, spring and summer with club teams, said Koester, who, like Chesnutt, is a medical adviser to the Oregon Schools Activities Association.

[11] "If we're looking at injury risk by athletic exposure," which is one practice or game, a standard in evaluating risk, Koester said, female soccer players probably are playing five if not 10 times more practices and games than football players.

[12] And Koester doesn't see the **trend** ending.

[13] "The thought used to be that this was all revolving around, 'Wow! They want to get their kid a scholarship,'" he said. "Now it's kind of gotten to the point where there's so much single-sport participation that we see kids that are specializing³ in a sport early, just so they'll be able to make their high school team."

[14] Single-sport athletes are more prone to injury in any sport. According to a study by scientists at the University of Wisconsin, high school athletes who specialized in just one sport at an early age were twice as likely to suffer injuries to their lower extremities.⁴

[15] "We see a lot of overuse injury among girls playing soccer," Koester said. "We see a lot of ACL⁵ injuries among girls playing soccer. It's a well-known problem."

Paragraphs 8-11

Write: What "gigantic part of the picture" does Michael Koester believe people are missing when they compare injury risk in girls soccer to football?

Paragraphs 12-15

Write: What change has Koester noticed in youth sports?

INDEPENDENT READING

DURING READING QUESTIONS

Aggressive⁶ play

[16] Another factor is the evolution⁷ of sports.

[17] Angella Bond is an athletic trainer for Tuality Sports Medicine and works on the sidelines with athletes at Hillsboro schools. Anecdotally, she said, all athletes push to be bigger, faster and stronger. Soccer is no exception, nor are girls.

[18] Is there a 'safe' header?⁸ Training players in certain techniques may make them less likely to be injured by header balls. As athletes develop, they take bigger hits at higher speeds, and competitive games build on their momentum. As

³ **Specialize** (*verb*): to focus on and become an expert in one skill or subject

⁴ legs and feet

⁵ The anterior cruciate ligament (ACL) connects the thigh bone to the shinbone at the knee

⁶ **Aggressive** (*adjective*): competitive and physically forceful; showing a willingness to physically fight in an effort to win

⁷ **Evolution** (*noun*): the slow change or development of something over time

⁸ A "header" refers to the soccer technique of passing and intercepting the ball by hitting it with one's head.

competition grows in girls soccer, the sport is **trending** to be more aggressive, she said.

[19] “Unfortunately, I think that happens with girls sports,” she said. “Arms fly a little bit more.”

[20] Chesnutt agreed. “I think over the years, soccer has become more physical,” he said. “And I think the physical contact and the aggressive nature of that physical contact is more associated with concussions.”

[21] According to the American Academy of Pediatrics, soccer — unlike football, ice hockey and lacrosse — is not a “**collision** sport.” But it is a “contact sport” because athletes “routinely make contact with each other or inanimate objects.”

[22] Header balls, though often singled out as a source of concussions, are not necessarily to blame.

[23] The force created when a soccer ball meets a head can rattle a brain, but data increasingly points to other factors when competitors vie⁹ for a ball in the air.

[24] According to a study by The Research Institute at Nationwide Children’s Hospital, while headers accounted for 27 percent of concussions, it was knocks with other players on aerial¹⁰ play — including head-to-head contact and arms and elbows to the head — and contact with the ground that accounted for 70 percent of those concussions in girls soccer, suggesting aggressive play is a factor in most concussions involving headers.

Why girls?

[25] But why are girls more prone to concussions than boys while playing soccer? The prevailing¹¹ theories focus on their weaker neck-muscle development, weaker body strength (needed to stabilize the neck and head during aerial play), and more frequent contact with the ground. A year ago, a study in the Journal of the American Osteopathic Association found that female high school soccer players took twice as long as male players to recover.

[26] It’s also possible that girls don’t benefit as much from early treatment. A recent study published by the American Academy of Pediatrics found that girls are five times more likely than boys to stay on the pitch¹² and play through a head injury.

[27] And the soccer community has been slow to recognize the hard hits its girls are taking. Instead, soccer is at the forefront¹³ of the cultural empowerment¹⁴ of girls.

[28] Local experts concerned about concussion risks note that sports, including girls soccer, have plenty of benefits. Just being physically active is good for kids, and sports like soccer help establish lifelong fitness habits, teach team-building skills, and promote character development and assertiveness.¹⁵

[29] “The worry is that the take-home message is that (girls soccer) is healthy and fantastic and nothing can be bad about it,” said Koester, who says an opposite negative message, equally extreme, is more often associated with boys playing football.

Paragraphs 16-24

A. Find Evidence: Underline three details that reveal why the risk of injury in girls soccer is increasing.

B. Write: Consider paragraph 24. Why are girls soccer risks comparable to football?

Paragraphs 25-29

A. Write: How does the culture of girls soccer contribute to its higher risk for injury?

B. Write: What is problematic about the way that people **tend** to contrast girls soccer and football?

⁹ **Vie** (*verb*): to compete with others for something

¹⁰ **Aerial** (*adjective*): in or moving through the air

¹¹ **Prevailing** (*adjective*): current and accepted

¹² soccer field

¹³ **Forefront** (*noun*): leading or popular position

¹⁴ “Cultural empowerment” means giving people the confidence, power, and authority to make their own decisions.

¹⁵ **Assertiveness** (*noun*): the character trait of speaking and acting with confidence

WHOLE CLASS READING
DURING READING QUESTIONS
Greater awareness needed

[30] Concussion education and awareness in girls soccer is **paramount**, according to local experts such as Chesnutt.

[31] “I think the way to decrease it is to really analyze how we can modify the amount of body contact that goes on in soccer to limit the dangerous aggressive behavior that is associated with concussion,” he said.

[32] Unlike youth football, a sport that’s adjusting to new information about concussions all the time, soccer has largely failed to address new information about concussions, Chesnutt said.

[33] Football, for example, has reduced head-to-head helmet play, limited full-contact practices and games, and zeroed in on the specialty teams with the highest concussion rates.

[34] “Football has really done, I think, an exceptional job of identifying some areas where there have been some definite higher incidents and some problems,” said Chesnutt, who lectures nationally about youth concussions. “As a group of coaches, leagues, parents and referees, they’ve all looked at it and come up with some solutions that have decreased concussion rates. And I think it’s time for soccer to do the same thing.”

Paragraphs 30-34

A. Think & Share: How does the author suggest that girls soccer leagues learn from what is happening in boys football?

B. Poll the Class: Which do you think is more dangerous: football or girls soccer? Be prepared to defend your response.


- A. Football
- B. Girls soccer

[“The Concussion Gap: Head Injuries in Girls Soccer are an ‘Unpublicized Epidemic’](#) by Lee van der Voo. Copyright © 2018 by InvestigateWest. Reprinted with permission, all rights reserved.



Taking Notes for your Research Paper

Directions: Think about how this text answers our research question. Then add notes to your graphic organizer in the row for this text. *10 minutes*



Name _____ Class _____

RESEARCH QUESTION: Is playing contact sports worth the risk?		
Text Title	Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)	No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)
What a Lifetime of Playing Football Can Do to the Human Brain		
The Concussion Gap: Head Injuries in Girls Soccer Are an "Unpublicized Epidemic"		

†

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “The Concussion Gap: Head Injuries in Girls Soccer are an ‘Unpublicized Epidemic.’” 5 minutes



1. What is the *best* meaning of “culprit” as it is used in paragraph 2? **[RI.4]**
 - A. source of confusion
 - B. source of a solution
 - C. source of a problem
 - D. source of understanding
2. What is the relationship between the changes in girls soccer and the growing trend of player concussions? **[RI.3]**
 - A. The sport is becoming more popular, which leads to more athletes being exposed to injury.
 - B. Female soccer players are becoming more confident, causing them to speak out about concussions.
 - C. The sport is becoming more aggressive and competitive, which leads to more opportunities for injury.
 - D. More girls are playing soccer year round, which makes them stronger and less likely to get concussions.
3. Which statement *best* reveals how the distinction between “contact sport” and “collision sport” could affect the way people view girls soccer (Paragraph 21)? **[RI.3]**
 - A. It could make people think girls soccer and football present equal risks of concussion.
 - B. It could make people think that the risk of injury in football is higher than in girls soccer.
 - C. It could make people think of soccer as more dangerous than other girls team sports.
 - D. It could make people think that football presents a lower risk of concussion or injury than soccer.
4. Which statement *best* expresses the central idea of the article? **[RI.2]**
 - A. Concussions are less likely to occur in multi-sport athletes.
 - B. Concussions are easier to prevent in football than in girls soccer.
 - C. Concussions in girls soccer are an overlooked but urgent problem.
 - D. Concussions in girls soccer and football are misrepresented to hide the risk of injury.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS

- *In the text it said that...*
- *One moment that illustrates this is...*
- *The connection I see between ___ and ___ is...*
- *What you said about ___ connects to ___ because...*

1. Why do you think the **trend** of concussions in girls soccer is not talked about as much as it is in football?

My answer	My partner's answer

2. Which do you think is more **empowering**: fighting through pain or acknowledging it? Why?

My answer	My partner's answer

3. **CROSS-TEXTUAL:** How might the author of “What a lifetime of playing football can do to the human brain” respond to paragraphs 32-34 in this article? Why do you think it is important to consider different perspectives on the same topic? Explain your answer.

My answer	My partner's answer

Name _____ Class _____

Vocabulary Quiz 1 for Unit 4: Contact Sports: Worth the Risk?

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p>My answer</p> <p>B</p>
---	----------------------------------

<p>1. When the snow first began to fall, everyone thought it was beautiful. However, after five days of snow, so much had built up that people couldn’t even make it to their mailboxes. The huge total amount of snow meant people ended up hating the snow they once found beautiful.</p> <p>A. Collision B. Chronic C. Cumulative</p>	<p>My answer</p>
<p>2. Dentists warn their patients that not brushing and flossing regularly will weaken their teeth’s enamel and could lead to permanent damage.</p> <p>A. Impair B. Paramount C. Trend</p>	<p>My answer</p>
<p>3. Phones are so common that students actually spend more time communicating on social media than face to face. This is not only true for one group of students; it appears to be true for just about every student in every grade level.</p> <p>A. Collision B. Prevalence C. Cognition</p>	<p>My answer</p>
<p>4. On days when Lachlan had a long run for his marathon training, the pain in his knees reappeared. Every time he thought he had overcome the injury, it came back.</p> <p>A. Chronic B. Paramount C. Cumulative</p>	<p>My answer</p>

	My answer
5. At the beginning of cross country season, Coach Hak stressed the importance of strength training and conditioning. She told her runners that only putting in the work at the gym would let them achieve their goals. A. Collision B. Prevalent C. Paramount	
6. Diedra and Natasha were both running to catch the same ball in their flag football game. Unfortunately, they were both looking only at the ball, and they ran into each other. A. Cognitive B. Collision C. Trend	
7. As the class looked at the graph of purchases at a local business, Ms. Two Elk asked them to point out what they noticed about the different lines. The students said that the lines moved upwards from left to right, which showed an increase in purchases over time. A. Epidemic B. Trend C. Impair	
8. Paloma used her best reasoning to solve the riddles so her team could make it out of the Escape Room before any of the other teams. A. Collision B. Chronic C. Cognitive	
9. After Louis realized that many of his livestock were getting sick at the same time, he began to wonder if something was wrong with his animal feed. By the time he discovered the source of the illness, it had spread to the other farms in the village. A. Epidemic B. Cumulative C. Impair	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>10. I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p> <p>A</p>
---	----------------------------------

	My answer
<p>10. Santiago discovered a ____ in his running habits: he could follow a daily running routine for about two weeks, but he always started slacking off in week three.</p> <p>A. Chronic B. Trend C. Collision</p>	
<p>11. After witnessing a(n) ____ between two cars on the road, Diana decided she needed to study and practice more for her driving test.</p> <p>A. Impairment B. Trend C. Collision</p>	
<p>12. Nalia loves scented candles, so her mom reminded that blowing out the candles before leaving her apartment was ____.</p> <p>A. Paramount B. Prevalent C. Cognitive</p>	
<p>13. After his eightieth birthday, Mr. Amadi began forgetting things, so his doctor gave him a ____ test to assess his memory loss.</p> <p>A. Chronic B. Cognitive C. Epidemic</p>	

	My answer
<p>14. When his home was infested with termites, Kevin wished for an insect ____ that would kill the entire termite population.</p> <p>A. Epidemic B. Cumulative C. Trend</p>	
<p>15. Judging and insulting people based on their age was ____ among Willie’s coworkers, but he wished it was more common to praise people for their wisdom and knowledge.</p> <p>A. Impaired B. Cumulative C. Prevalent</p>	
<p>16. Carly warned her sister that yelling all night at the football championship game could ____ her voice and make it painful to perform at her musical recital the next day.</p> <p>A. Paramount B. Impair C. Collide</p>	
<p>17. Going to bed late once didn’t throw Jamiah off, but the ____ effect of a whole week of late nights had her falling asleep in math class.</p> <p>A. Cumulative B. Epidemic C. Prevalent</p>	
<p>18. Marilyn’s goal was to become a doctor and help people with ____ pain like the kind her mother suffered from each day.</p> <p>A. Cognitive B. Chronic C. Paramount</p>	

Unit 4: Contact Sports: Worth the Risk?

Vocabulary Quiz 1 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Part 2: Fill-in-the-Blank

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

Name _____

Class _____

Vocabulary for Unit 4: Contact Sports: Worth the Risk? — LIST 2

Activity 1: In-Context Predictions


Directions: Use context clues to determine the meaning of each of your new vocabulary words. Your teacher will review the correct definitions with you after. The example below shows you how to do this.



- Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air.
They are not being controlled or told where to go.
- Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
- Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
- Finally, **write or type a prediction** in the last box.

Example: Absolute [ab-suh-loot]

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: complete

Correct Definition:

1. Acceleration [ak-sel-uh-rey-shuhn]

The tall hill made Esmeralda's bike gain so much acceleration that she felt like she was flying.



The lead horse's acceleration made it impossible for the others to catch up.


What's your **prediction**?

My Answer:

Correct Definition:

2. Adaptable [uh-dap-tuh-buhl]

Small businesses require employees who are adaptable and able to learn new tasks.



Wearing layers makes people adaptable to unpredictable weather.

What's your **prediction**?

My Answer:

Correct Definition:

3. Competent [kom-pi-tuhnt]

After the interview, Tia believed that Dale was competent enough to be her child's nanny.



Eddy would need to prove he was competent if he wanted his boss to trust him with the new project.

What's your **prediction**?

My Answer:

Correct Definition:

4. Enhance [en-hans]

When Carly turned her phone off during the work day, it enhanced her focus.



Updating the wireless Internet connection enhanced the students' learning experience.

What's your **prediction**?

My Answer:

Correct Definition:

5. Evade [ih-veyd]

In the game of "tag," the goal is to evade getting caught by the person who is "it."



The kitten tried to evade us by hiding under the blanket.

What's your **prediction**?

My Answer:

Correct Definition:

6. Incorporate [in-kawr-puh-reyt]

The group realized that they would need to compromise and incorporate everyone's ideas to be successful.



The park design incorporated the public's requests for wider bike paths.

What's your **prediction**?

My Answer:

Correct Definition:

7. Persist [per-sist]

The journalist persisted in her questioning, even when she was ignored.



Agatha's fear of heights almost made her give up rock climbing, but she persisted.

What's your **prediction**?

My Answer:

Correct Definition:

8. Potential [puh-ten-shuhl]

Even though the team lost the first few games, their coach believed they had the potential to be great.



The baby gorilla had the potential to become the most powerful animal in the jungle.

What's your **prediction**?

My Answer:

Correct Definition:



Activity 2: Fill-in-the-Blank Sentences

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence. You may have to change the form of the word (ex: go, going, gone).

Acceleration Adapt Competence Enhances Evade Incorporate Persist Potential

	My answer
1. Axel knew that he had the ____ to do some amazing things in his life, but he struggled to determine what his true passions were.	
2. To complete the research assignment, Nikita had to ____ what she had learned about the topic in history class.	
3. Even though she kept making mistakes, Babette ____ in her efforts to complete her first quilt.	
4. The judge's confusing speech made the public question his ____ to oversee such an important trial.	
5. Pedestrians are at risk when walking on streets without sidewalks because of the ____ of passing cars.	
6. When people travel around the world, they often have to ____ to a new culture and accept that just because something is different doesn't mean it is wrong.	
7. Holiday World & Splashin' Safari in Santa Claus, Indiana, ____ the visitor experience by providing free soft drinks, parking, and sunscreen.	
8. Wendell tried to ____ eye contact with his parents after putting a dent in their new car.	



Activity 3: Fill-in-the-Blank Scenarios

Directions: Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

Acceleration Adaptable Competent Enhance Evade Incorporate Persistent Potential

- Chameleons are able to change color to fit a variety of situations. They can protect themselves by changing colors to send a warning to possible predators. They also attract possible mates by changing to a bright color. Chameleons can even change color based on the weather, as a way to warm up or cool down.

Chameleons are _____ because _____

My Answer	My Reason

- The three-striped cory, a small catfish, has extra strong scales that defends it against predators. In a laboratory study, this small catfish was able to survive an attack from a piranha and escape without injuries.

The three-striped cory can _____ predators because _____

My Answer	My Reason

3. Dori had a very detailed plan for saving enough money to backpack through Europe. She expected it would take about six months to a year. However, winning the state lottery shortened how much time she needed to prepare and save.

Winning the lottery _____ Dori's timeline because _____

My Answer	My Reason

4. Earl's dream of working as a photographer for *National Geographic* was not simple to achieve. He encountered many setbacks when people told him he didn't have the talent and should go back home to the farm. With each rejection, he became more determined to prove everyone wrong.

Earl was _____ because _____

My Answer	My Reason

5. Helga had two great passions in life: books and cooking. She spent her entire adult life searching for a way to share these passions with others. She eventually opened a cafe that also served as the community's only bookstore. Her joy came from including both her passions in her daily work.

Helga _____ her passions into everyday life because _____

My Answer	My Reason

6. Penelope dedicated her time to improving vacant lots that had become dumping grounds for trash. She transformed them into parks for local residents and found better solutions for trash removal in the neighborhood.

Penelope's work _____ neighborhoods because _____

My Answer	My Reason

7. Ms. Gonzalez was delighted when so many people showed up to the first day of try-outs for the spring musical. Otis was the first person to try out. Even though Otis was nervous, Ms. Gonzalez felt that, with practice and encouragement, he could develop into a skilled actor.

Ms. Gonzalez saw _____ in Otis because _____

My Answer	My Reason

8. Even though many people in woodworking class underestimated Nancy, she was quite skilled in carpentry. For the final class project, Nancy showcased a sturdy yet artistic collection of furniture. She ended up earning several job offers, while many of her classmates did not.

Nancy proved she was _____ because _____

My Answer	My Reason

Activity 4: Matching

Directions: Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.



Synonyms: Avoid Capable Continue Flexible Improve Include Possibility Quicken

Words	My Answer
1. Accelerate	
2. Adaptable	
3. Competent	
4. Enhance	
5. Evade	
6. Incorporate	
7. Persist	
8. Potential	

Activity 5: Application of Vocabulary

Directions: Answer each question in 1-2 complete sentences. Make sure that you use the underlined vocabulary word in your answer.



1. Cheetahs can accelerate from zero to 60 mph in about three seconds. Is this more impressive or terrifying? Why?

2. What type of climate is easier to adapt to: warm or cold? Why?

3. What are some of the skills of a competent teacher?

4. Which invention did more to enhance people's lives: the telephone or the automobile? Why?

5. Describe a time when you tried to evade someone's attention. What did you do to evade them?

6. Why is it sometimes hard to incorporate a new person into a group of friends?

7. Describe a time when you showed, or saw someone else show, persistence. What was the result?

8. What does it mean if someone tells you to “live up to your potential”?

Name _____ Class _____

SENTENCE VARIETY

PART 1: Analyzing Student Writing

Directions: Read the two paragraphs below. Then answer the reflection questions..



Paragraph A	Paragraph B
The crowd listened patiently to the cacophony of voices. It was General McDougal's voice they most wanted to hear. He had served multiple administrations over his 30-year career. He had never had much of a public persona. The public surely wanted his expertise now.	The crowd listened patiently to the cacophony of voices, but it was General McDougal's voice they most wanted to hear. Though he had served multiple administrations over his 30-year career, he had never had much of a public persona, but they surely wanted his expertise now.

REFLECTION:

- Which paragraph reads more smoothly? Circle or highlight your answer.

Paragraph A

Paragraph B

- What about the sentences makes that paragraph read more smoothly?

PART 2: Notes on Sentence Variety

Directions: Review the key points about sentence variety below. Then complete the practice exercises on the following pages.



SENTENCE VARIETY

- Simple sentences contain just one independent clause. An **independent clause** is part of a sentence that can stand alone. It has a subject and a verb, and it expresses a complete thought.
- Simple sentences serve a purpose. They state their meaning clearly, and using a series of them can build tension or emphasize an important point.
 - EXAMPLE: *The intruder came in the door. He peered around the corner. The family was watching television. He stepped quietly into the room.*
- However, too many simple sentences can make your writing choppy and uninteresting to read.
- Using a variety of sentence types makes your writing more interesting and helps create better “flow.”
- If your sentences are all short, your writing will be boring. If they are all long, it will be difficult to follow. Good writers use a mixture of simple, compound, complex and compound-complex sentences in their writing.

PART 3: Notes and Practice with Compound Sentences

Directions: Review the key points below. Then complete the practice exercises.



COMPOUND SENTENCES
<p>➤ A compound sentence combines two independent clauses with a coordinating conjunction (see table).</p> <p>➤ When using a coordinating conjunction to connect two independent clauses, always place a comma before the conjunction.</p>

Coordinating Conjunctions Used to connect two independent clauses	
And	Nor
But	Or
Yet	So

PRACTICE

DIRECTIONS: For each practice exercise below, create a compound sentence by connecting the two independent clauses with a coordinating conjunction.

EXAMPLE	
Independent Clause A	Independent Clause B
Mr. Henricks reminded us to study hard for the final.	Jill and I met at the diner to quiz each other.
<i>Mr. Henricks reminded us to study hard for the final, so Jill and I met at the diner to quiz each other.</i>	

	Independent Clause A	Independent Clause B
1	The meteorologists predicted a dangerous blizzard.	The superintendent refused to cancel school.

2	Independent Clause A	Independent Clause B
	There are many types of deserts.	Some deserts are cold.

3	Independent Clause A	Independent Clause B
	We have family dinner every Sunday night.	I had to leave my friend's house.

4	Independent Clause A	Independent Clause B
	Sea turtles can survive in cold water.	They prefer warm water.

5	Independent Clause A	Independent Clause B
	Professional athletes have to practice.	They won't be ready to compete.

PART 4: Notes and Practice with Complex Sentences

Directions: Review the key points below. Then complete the practice exercises.



COMPLEX SENTENCES

- A complex sentence combines an independent clause with one or more dependent clauses.
 - Remember, a **dependent clause** has a subject and a verb, but does not express a complete thought. It cannot stand alone as a sentence.
 - Dependent clauses begin with a subordinating conjunction (see table).
- When a subordinating conjunction is used at the **beginning** of a sentence, use a comma to separate the two clauses.
 - **Example:** After I do my homework, I play video games.
- When a subordinating conjunction is used in the **middle** of a sentence, do not use a comma.
 - **Example:** I play video games after I do my homework.

Subordinating Conjunctions

Used to connect a dependent clause with an independent clause

After	Although
As	When
While	Until
Before	Because
If	Since

PRACTICE

DIRECTIONS: For each practice exercise below, write a complex sentence using the given independent clause, your own dependent clause, and a subordinating conjunction.

- Remember to follow correct rules for using commas in a complex sentence.

Note to Teachers: Sample answers are included, but student answers will vary.

EXAMPLE

Independent Clause: Maverick decided to go to the party.

*Maverick decided to go to the party **though** he promised his parents he'd be home by midnight.*

1

Independent Clause: The snow began to fall faster and faster.

the snow began to fall faster and faster.

2

Independent Clause: I wanted to study marine biology in college.

I wanted to study marine biology in college

3

Independent Clause: Laurel and Sarah both loved soccer practice.

Laurel and Sarah both loved soccer practice.

4

Independent Clause: I used a dictionary to look up the definitions.

I used a dictionary to look up the definitions

5

Independent Clause: The ski resort was practically empty.

the ski resort was practically empty.

PART 5: Notes and Practice with Compound-Complex Sentences

Directions: Review the key points below. Then complete the practice exercises.



COMPOUND-COMPLEX SENTENCES

- A compound-complex sentence combines at least two independent clauses with at least one dependent clause.
 - Example: *While we went to track practice, Jacki's mom made us dinner, and her dad set up the movie projector.*
 - *Dependent clause:* While we went to track practice
 - *Independent clause #1:* Jacki's mom made us dinner
 - *Independent clause #2:* Her dad set up the movie projector
 - *Conjunctions:* while, and
- The same comma rules apply as with compound and complex sentences.

PRACTICE

DIRECTIONS: For each practice exercise below, write a compound-complex sentence using the given two conjunctions.

- Remember to follow correct rules for using commas in a compound-complex sentence.

Note to Teachers: Sample answers are included, but student answers will vary.

EXAMPLE

Conjunctions: because, but

*I will go to soccer practice, **but** I need to wash my practice jersey **because** it is dirty.*

1

Conjunctions: so, although

2**Conjunctions:** as, but**3****Conjunctions:** when, and**4****Conjunctions:** or, since**5****Conjunctions:** until, so

PART 6: Revising a Paragraph

Directions: Read the paragraph below. Revise the paragraph to contain at least 1 compound, 1 complex, and 1 compound-complex sentence.



PARAGRAPH

Original Paragraph: Jon had always wanted to be a climber. Reading wasn't easy for him. The letters always seemed to swim on the page. Math never really clicked for him either. School was hard. He excelled at climbing. Jon felt at home on the side of a steep cliff. He liked the way his body felt. He liked the way it was always challenging. His parents weren't fond of his rather dangerous hobby. They couldn't keep him away from the mountains. Eventually, they gave up trying.

Your Revised Paragraph:

This passage/text, “[The American Academy of Pediatrics on Tackling in Youth Football](#)” by The American Academy of Pediatrics, may not be printed due to copyright restrictions. Please consider assigning the digital version of this reading lesson.

This passage/text, "[Heads Up Football Program Flourishing](#)" by Associate Press, may not be printed due to copyright restrictions. Please consider assigning the digital version of this reading lesson.

Name _____ Class _____

Vocabulary Quiz 2 for Unit 4: Contact Sports: Worth the Risk?

PART 1: Scenarios

Directions: Select the vocabulary word that best fits the scenario. Type or write the letter of your answer choice in the column that says “My Answer.”

EXAMPLE:

<p>1. <i>In the morning, when Ophelia noticed her little brother was upset, she read him his favorite story. At lunch, she shared her food with a classmate who forgot his lunch at home. After school, she volunteered at a local children’s hospital.</i></p> <p>a. <i>Angry</i> b. <i>Caring</i> c. <i>Artistic</i></p>	<p>My answer</p> <p>B</p>
---	----------------------------------

<p>1. The door-to-door salesman was used to people slamming the door in his face or not opening it at all. However, each day he tried again because he believed in the value of what he was selling.</p> <p>A. Persistent B. Incorporate C. Evasive</p>	<p>My answer</p>
<p>2. The new home was beautiful on the inside, but quite plain on the outside. The new owners immediately got to work planting flowers and designing an inviting landscape.</p> <p>A. Competent B. Acceleration C. Enhance</p>	
<p>3. Daphne was confident in her ability to train for a marathon. She worked at a running store, so she knew the types of shoes, training, and nutrition that would help her remain healthy and strong through the experience.</p> <p>A. Adaptable B. Competent C. Acceleration</p>	
<p>4. The first time Quinton practiced driving, he pushed his foot all the way down on the gas pedal. The increasing speed shocked him and caused him to quickly step on the brakes.</p> <p>A. Acceleration B. Potential C. Incorporate</p>	

	My answer
<p>5. Even though the old farmhouse was falling down and needed some serious fixing up, Chip and Joanna saw the beauty of the house's past and what could be its future.</p> <p>A. Evade B. Incorporate C. Potential</p>	
<p>6. Taylor could not afford to hire an interior designer, so she spent hours watching home design shows on HGTV. She was able to combine her favorite ideas in a way that made her home feel cozy.</p> <p>A. Evade B. Incorporate C. Persistent</p>	
<p>7. The goal of the game was to avoid capture. Since it was played at night and outside, everyone wore black so the opposing team couldn't see them. The team with the most players still free at the end of the night won the Ninja Night Championship trophy.</p> <p>A. Enhance B. Evade C. Adaptable</p>	
<p>8. Because of the new road closures, the city bus drivers had to be flexible and develop new routes that would make certain no bus stops were missed.</p> <p>A. Adaptable B. Potential C. Enhance</p>	

PART 2: Fill-in-the-Blank

Directions: Select the vocabulary word that best completes the sentence. Type or write the letter of your answer choice in the column where it says “My answer.”

EXAMPLE:

<p>9. <i>I stopped inviting my neighbor over to my house because she never ____ her games and toys, but she always wanted me to let her play with my things.</i></p> <p>A. Shared B. Dreamed C. Laughed</p>	<p>My answer</p> <p>A</p>
---	----------------------------------

<p>9. People had always questioned Lee’s desire to become a comedian, but when they heard one of her comedy routines, they finally saw her ____.</p> <p>A. Adaptability B. Enhance C. Potential</p>	<p>My answer</p>
<p>10. Working as an investigative reporter allowed Jamir to ____ his interest in both detective work and journalism.</p> <p>A. Evade B. Incorporate C. Accelerate</p>	
<p>11. The burglar tried to ____ the cops by going out the back door, but he did not realize cameras were tracking his movements throughout the store.</p> <p>A. Evade B. Persist C. Accelerate</p>	
<p>12. When Charlie began working as the director’s assistant, he learned to be ____ as his responsibilities constantly changed.</p> <p>A. Potential B. Adaptable C. Evasive</p>	
<p>13. The car’s ____ was so fast that Kamala wasn’t even sure a cheetah could keep up with it.</p> <p>A. Acceleration B. Competence C. Potential</p>	

	My answer
14. When Chelsey moved into the windowless basement apartment, she quickly began adding lamps to ____ the lighting. A. Competent B. Persist C. Enhance	
15. Young children often ____ in asking “why” as they try to understand the world around them. A. Incorporate B. Persist C. Enhance	
16. Simon’s ____ was clear when he took charge of unclogging the sink without needing to call a professional plumber. A. Adaptability B. Incorporate C. Competence	

Vocabulary Quiz 2 Answer Sheet

Directions: Write the letter of each of your answer choices on the lines below.

Part 1: Scenarios

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Part 2: Fill-in-the-Blank

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Name _____ Class _____

Independent Research

Directions: Choose at least 2 texts from the table. As you read, take notes in your Research Note-Taking Graphic Organizer.



Supplemental Research Texts		
Too Risky	Neutral	Worth the Risk
Why the Latest Efforts to Make Youth Football Safer Could Fail	Control the Head: Combating Concussions in Wrestling	Playing Teen Sports May Protect From Some Damages of Childhood Trauma
13 Concussions	The Concussion Gender Gap: Why Girls Suffer More Head Injuries	The Pros and Cons of Youth Sports Aren't Only Physical

Name _____ Class _____

The Social and Academic Benefits of Team Sports

Paige Maslen

About this text

Physical health benefits are just one reason many people value team sports. In this article, the author outlines many ways that participating in team sports can support healthy social, emotional, and academic development. **As you read, take notes on the benefits of playing youth team sports.**

Purpose for reading

To learn some of the ways in which young people benefit from playing team sports.

Vocabulary

Let's pronounce these words together as a class:

Adaptable [uh-dap-tuh-buhl]
Cognitive [kog-ni-tiv]
Competent [kom-pi-tuhnt]
Enhance [en-hans]
Incorporate [in-kawr-puh-reyt]
Persist [per-sist]

INDEPENDENT READING

NOTES

[1] Team sports are about so much more than their physical benefits. This is especially so when group sports activities are **incorporated** into a young person's life. Studies have shown a direct correlation¹ between physical activity and academic performance. A University of Kansas study looking at the performance of students in grades 9 to 12 showed that more than 97% of student athletes graduated high school, 10% higher than those students who had never participated in sports. Athletes were also shown to have better G.P.A. outcomes than non-athletes.

[2] This might have to do with the increased **cognitive** ability that comes from playing sports. Physical activity naturally increases blood flow to the brain and activates endorphins, chemicals that are released when you exercise. Endorphins can impact your mood and work performance, meaning athletes may be more willing and capable of tackling that next big problem.

[3] Team sports can also help with emotional development. Research published by the Canadian Fitness and Lifestyle Research Institute states that exercise can lead to a unique state of short-term relaxation. That relaxation can promote increased concentration, better memory, **enhanced** creativity, more effective problem solving, and an improved mood — all benefits that will extend into the classroom.

[4] Team athletes are constantly working with a slate² of other people, many of whom can become positive role models along the way. Team sports foster³

Paragraphs 1-4

Write: Take notes on the benefits of playing youth team sports.

¹ a connection between two or more things or ideas

² a large or diverse group

³ **Foster** (verb): to encourage or support the development of something

mentorship⁴ between older players and younger players, coaches and athletes, and more. Coaches in particular can play an important role in a young athlete's life. Players who have positive sports mentors when they're young are also more likely to seek effective role models throughout their life.

[5] Soft skills are personal attributes⁵ that allow people to build positive social relationships. Team sports are an excellent source of soft skills development, as they allow athletes to grow within a supportive environment. Here are just a few of the soft skills fostered through team sports:

Communication Skills

[6] While it might not be as obvious as sitting down and discussing a group project, team sports take a lot of communication — both spoken and unspoken. Communication skills are key in maintaining a functioning sports team, whether it's listening to a locker room pep talk, picking up on nonverbal cues⁶ given by other players, or expressing a thought during a post-game debrief.⁷

[7] As Jill Prudden said in her book *Coaching Girls' Basketball Successfully*, players are expected to express their concerns, hopes, and disappointments to their coaches and their teammates. She also encourages her players to seek feedback from coaches as well as their classroom teachers, as a result fostering communications skills that will help them succeed in their academic endeavors.

Decisive Action

[8] Sports plays happen fast, and athletes develop the skills needed to make effective snap decisions. Whether it's a basketball player deciding to shoot or a soccer player realizing his best move is to pass to a teammate for the assist, athletes learn critical decision-making skills that will benefit them both during and after game time.

[9] Any athlete who has played in a championship game knows the meaning of pressure. Sports create an environment where athletes learn to conquer their natural "fight or flight" instinct to make consistent and difficult decisions under high pressure situations. This ability to function under pressure translates to a person who is better at making deadlines and working in stressful situations in the future.

Teamwork

[10] This is an obvious one. Teamwork is all about collaborating⁸ with others to reach a common goal. The diverse pairing of personalities and scenarios will help your athlete become **adaptable**, **persistent**, and patient. Team sports also teach a sense of group and individual responsibility.

[11] Being on a team with a dozen or more of your peers is an excellent way to recognize the individual talents each person brings to the table. As the Janssen Sports Leadership Center says, working with teammates teaches athletes important life skills such as to respect one another, act in unselfish ways, make good decisions on behalf of the team, and not cut corners.

Time Management

[12] The time commitment required by athletes can be comparable to that of a full-time job. Think of all the different commitments an athlete needs to juggle:

Paragraphs 6-7

Write: Take notes on the benefits of playing youth team sports.

Paragraphs 8-9

Write: Take notes on the benefits of playing youth team sports.

Paragraphs 10-11

Write: Take notes on the benefits of playing youth team sports.

Paragraphs 12-14

Write: Take notes on the benefits of playing youth

⁴ **Mentor** (noun): an older or experienced person who supports and guides a younger or less experienced person

⁵ **Attribute** (noun): a positive or useful quality, feature, or characteristic

⁶ communication that does involve spoken language

⁷ **Debrief** (noun): questions and discussion focused on summarizing and reflecting on the effectiveness of a specific task

⁸ **Collaborate** (verb): to work with others to achieve something

competitions, strength and conditioning, team meetings, sports physiotherapy⁹ — and these are just the sports-related obligations!

[13] Necessity demands that athletes learn valuable time management skills, otherwise they would never be able to keep up with academics and sport. Effective time management planning is part of why a recent article published by *Fast Company* argues employers should consider hiring a former student athlete.

[14] Team athletes know that every second counts, and this value of time will translate to their everyday life. As Shannon Miller, a member of the 1992 and 1996 United States Olympic women's gymnastics team told *Forbes*, she kept a schedule that was almost minute by minute when she was an athlete. This careful planning and precision¹⁰ helps athletes focus on reaching their goals sooner than non-athletes

Build Self-Esteem and a Sense of Community

[15] Team sports are said to bolster the five C's: **competence**, confidence, connections, character, and caring. At the heart of this is self-esteem — an increased sense of self as a result of better social interactions, stronger relationships, and higher academic performance.

[16] Team sports provide athletes with a natural community. A report from *True Sport* says that youth who play sports have higher levels of social support, and that the sense of community created with teammates, coaches, and family members incubates the perfect setting for critical self-esteem development.

[17] In the end, the opportunity to participate in team sports provides athletes with valuable skills that will take them beyond the field, pitch, and court.

team sports.

Paragraphs 15-17

Write: Take notes on the benefits of playing youth team sports.

Written by Paige Maslen. Originally published December 29, 2015 on Edutopia.org


⁹ "Sports physiotherapy" is another name for "physical therapy," or the treatment of injuries through exercise, stretching, etc., instead of medication or surgery.

¹⁰ **Precision** (*noun*): the quality of being exact or correct

Taking Notes for your Research Paper

Directions: Think about how this text answers our research question. Then add notes to your graphic organizer in the row for this text. *10 minutes*





RESEARCH QUESTION: Is playing contact sports worth the risk?		
Text Title	Yes, playing contact sports is worth the risks. Examples and evidence (paragraph #)	No, playing contact sports isn't worth the risks. Examples and evidence (paragraph #)
The Social and Academic Benefits of Team Sports		
Supplemental or additional text:		

3

Name _____ Class _____

Independent Practice

Directions: Answer the multiple choice questions for “The Social and Academic Benefits of Team Sports.”

5 minutes



1. What is the *best* meaning of “bolster” as it is used in paragraph 15? **[RI.4]**
 - A. to define
 - B. to introduce
 - C. to overcome
 - D. to strengthen
2. Why does the author include the example of Shannon Miller in paragraph 14? **[RI.2]**
 - A. to demonstrate how the skills developed through sports help people achieve their goals
 - B. to support the idea that sports participation requires sacrifice and time commitment
 - C. to reveal how playing sports can help students overcome their academic struggles
 - D. to reveal that the author’s claim is supported by a famous Olympic athlete
3. Which statement *best* describes the relationship between sports participation and cognitive development? **[RI.3]**
 - A. Sports participation helps people think through challenges with a clearer and more positive mindset.
 - B. People who enjoy the pressures and challenges of academics are more likely to participate in sports.
 - C. People with high levels of academic achievement will exhibit higher levels of athletic talent.
 - D. Sports participation distracts students from being able to pursue their academic goals.
4. Which statement *best* expresses the central idea of this article? **[RI.2]**
 - A. Team sports support people in standing out and becoming competitive for careers after college.
 - B. People who participate in team sports are more academically successful than those who do not.
 - C. Team sports help people develop emotional and academic skills that will benefit them beyond athletics.
 - D. People who participate in team sports benefit because they develop relationships that help them become professional athletes.



Independent Practice

Directions: Answer the short response prompt for “The Social and Academic Benefits of Team Sports.”

15 minutes

PROMPT: You have just read “The Social and Academic Benefits of Team Sports” by Paige Maslen. Which two pieces of evidence are most effective in supporting the author’s claim? Explain why. **[RI.2]**

In your response, make sure to include:

- a thesis that responds to all parts of the prompt
- evidence to support your ideas
- sentences that explain how your evidence supports your thesis

CHECKLIST FOR EVIDENCE-BASED RESPONSES:

- ☐ **Bold** your thesis statement.
Does your thesis respond to all parts of the prompt?
 - A. Yes
 - B. No; I will go back and revise my thesis.
- ☐ Underline each piece of evidence you included. Are all of the ideas in your thesis supported by evidence?
 - A. Yes
 - B. No; I will make sure all of the ideas in my thesis are supported by evidence.
- ☐ *Italicize* the sentences that explain what your evidence shows and how it supports your thesis.

Quick Partner Discussion

Directions: Discuss the questions with a partner. Record both of your answers to the questions. Practice speaking with academic language by using the discussion sentence starters. *5 minutes*



DISCUSSION SENTENCE STARTERS

- *In the text it said that...*
- *One moment that illustrates this is...*
- *The connection I see between ____ and ____ is...*
- *What you said about ____ connects to ____ because...*

1. Give an example of a time when you had to **adapt** in order to balance schoolwork and an activity outside of school (sports, theater, music, art, dance, clubs, etc.). Do you think this helped or hurt your grades? Explain.

My answer	My partner's answer

2. Paragraph 10 points out that learning to work as a team makes people “**adaptable, persistent, and patient.**” Which of these traits is most important for achieving success? Explain your answer.

My answer	My partner's answer

3. Do you think it is possible to change team contact sports so that people receive the benefits while **evading** the injury risk? Explain your answer.

My answer	My partner's answer

Name _____ Class _____

Grammar Quiz for Sentence Variety

DIRECTIONS: Read the paragraph below. Revise the paragraph to contain at least 1 compound, 1 complex, and 1 compound-complex sentence.

PARAGRAPH
<p>Original Paragraph: Hiking is a relatively easy activity. Most people can be successful at it. It does take some equipment. You don't want to hurt yourself. You want to make sure you are wearing comfortable shoes. Boots made for hiking are best. They will help you keep your footing. You do not want to fall. Make sure to break in your boots. You don't want to get blisters on your first hike. Other good equipment to have is a raincoat and a compass.</p>
<p>Your Revised Paragraph:</p>

Category	Points
1 Compound Sentence	/
1 Complex Sentence	/
1 Compound-Complex Sentence	/
Final Score	/

Name _____ Class _____

Bringing Others into the Discussion

PART 1: Sample Discussion

Directions: Read the excerpt from a student discussion about injury risks in sports. As you read, pause to answer the questions beside the text.



SAMPLE DISCUSSION PROMPT

Is any sport safe to play?

SAMPLE DISCUSSION DIALOGUE

[1] **Prisha:** In my opinion, most sports are safe if you use the proper equipment and are trained the right way. I mean, think about swimming: if you know how to do it properly, the risk of injury is low. But someone who doesn't know how to swim well is at risk of drowning.

[2] **Bashiir:** Yeah, I agree that swimming is low risk when people are properly trained *and* watched over by a lifeguard. Tennis is another example of a pretty low-risk sport, although I suppose someone could take a ball to the head. Does that make tennis "risky"?

[3] **Prisha:** I don't know. What do you think, Angela?

[4] **Angela:** Well, I noticed that you both named sports where no one is *supposed* to collide with anyone or anything. I mean, if everything goes right at a swim meet or tennis match, there are no collisions. Soccer and football, on the other hand, are *supposed* to have collisions in them.

[5] **Bashiir:** So you're saying that some sports are safer by design. Nathan, you're a figure skater, aren't you? What's your opinion on this?

[6] **Nathan:** Well, figure skating is definitely one of those sports where there aren't *supposed* to be any collisions. But we fall down a lot when we're learning new moves — especially jumps! I've cracked my head on the ice more than once. Even the best skaters in the world fall, even at the Olympics! So I think I'd say there's no sport where an athlete is completely safe from the risk of concussion.

QUESTIONS

Paragraphs 1-6

A. Find Evidence: Underline two examples of students bringing their classmates into the discussion.

B. Discuss: How do you think the sentences you underlined improve the conversation?

PART 2: Bringing Others into the Discussion

Directions: In our discussion, we are going to practice an important discussion strategy: how to invite others to join the conversation. With a partner or independently, read the examples and summarize two key points to remember about this skill.



Examples of how you can **invite others to join the discussion**:

- *What do you think, [Name]?*
- *What's your opinion on this?*
- *[Name], would you agree?*
- *I'd like to hear what [Name] thinks.*
- *[Name] has personal experience I think is relevant. Would you be willing to share?*

Key Points

During a class discussion, remember to...

Name _____ Class _____

WRITING ABOUT A COUNTERCLAIM

About this lesson

You already know how to support your opinion in a body paragraph. In this lesson, you will learn how to make your argument stronger by writing about and responding to a counterclaim.

Skill Focus

In this lesson, you'll practice acknowledging and rebutting a counterclaim in your writing. **[W.1.A]**

Materials Needed

- "Writing About a Counterclaim" (Student Copy)
- Completed "Note Taking Graphic Organizer" (Student Copy)

PART 1: Writing about a Counterclaim

Directions: Follow along as your teacher reviews the notes below. Then answer the question.



Writing about a Counterclaim

- Your goal in writing an argumentative research paper is to persuade others to agree with your idea, or your **claim**.
- To build a strong argument, a writer can acknowledge the **counterclaim**, which is the opposing opinion.
- When you **acknowledge the counterclaim**, make sure to...
 - State the opposing viewpoint
 - State the reasons someone may support that viewpoint
 - State why you believe that viewpoint is incorrect or unconvincing

Why do you think acknowledging the counterclaim in your paper can make your argument stronger?



PART 2: Analyzing a Professional Model Paragraph

Directions: This Professional Model Paragraph is taken from "Why the latest effort to make youth football safer could fail" by Ryan Swanson, as published in The Washington Post. As you read, pay special attention to the way Swanson explains both sides of the debate over football. Then answer the questions that follow.

PROFESSIONAL MODEL PARAGRAPH

The debate over football is a vexing one, because everyone basically agrees that the game is dangerous. But on the matters of how dangerous it is and whether the risks involved are worth it, there is wide disagreement. The California Youth Football Alliance, for instance, makes the case that football provides such great “intellectual, emotional, social, and physical development benefits” that the sport simply cannot be lost. This sense of football as essential to American character-building explains why this pushback-debate-tinkering cycle keeps repeating itself, even though football remains basically the same: a game built around violent collisions that pose inherent health risks.

QUESTIONS:

1. What is Swanson’s argument about football in this paragraph?

2. Underline the counterclaim to the author’s argument.

3. The last sentence in this paragraph is called a **rebuttal**, when an author states why the counterclaim is incorrect or unconvincing. Highlight or circle the key words the author uses in the last sentence to rebut the counterclaim.

4. **TURN & TALK:** How can you structure an effective counterclaim paragraph? Be prepared to share your answer with the class. (1 minute)

PART 3: Independent Practice

Directions: Write a counterclaim paragraph to include in your argumentative research paper. You can use your **Note Taking Graphic Organizer** as a resource. Make sure that you:



1. State one argument that people on the other side of this issue might make. (Some people might say that playing contact sports is / isn't worth the risks because...).
2. Explain why people support this counterclaim.
3. Give a rebuttal sentence explaining why this counterclaim is incorrect or unconvincing.

Name _____ Class _____

5 Minute Writing Review

Works Cited Formatting

About this lesson

You already know how to create in-text citations when you're only quoting from one source. Today you will learn how to create a list of the sources you cite so that your readers can follow up that information on their own if they wish.

Skill Focus

In this lesson, you'll learn how to format works cited entries for your research sources. **[W.7]**

Materials Needed

- The printed or online versions of the texts you're citing in your paper
- Your current draft

PART 1: Formatting a Works Cited Entry

Directions: Review the information about and examples of how to format each entry on your Works Cited page. Review any questions you have with your teacher. *5 minutes*



Works Cited Formatting

When citing an article on CommonLit, you will need the following information. If any of this information is not provided (such as the original publication), simply leave it out.

Basic Format:

Author. "Article Title." *Title of the Original Publication*, date published. *CommonLit*, URL (without the https://). Date Accessed.

Examples:

van der Voo, Lee. "The Concussion Gap: Head Injuries in Girls Soccer Are An 'Unpublicized Epidemic.'"

InvestigateWest, 2018. *CommonLit*, www.commonlit.org/en/texts/fyc-the-concussion-gap. Accessed 14 Jan 2021.

Change this to the date on which you took notes from this text.

Maslen, Paige. "The Social and Academic Benefits of Team Sports." *Edutopia*, 2015. www.commonlit.org/en/texts/fyc-the-social-and-academic-benefits-of-team-sports. Accessed 14 Jan 2021.

PART 2: Independent Practice

Directions: Create a Works Cited entry for each text you are using in your paper. If you are using one of the texts in the **Examples** box above, you do not have to redo that entry. *10 minutes*



Make sure to:

- begin your Works Cited list on a new page.
- double-space your Works Cited list.
- use a hanging indent: the first line of each entry should begin at the margin; all following lines should be indented by 0.5 inches.

NOTE TO TEACHERS: Student answers will differ depending on which texts they have relied on for their papers. Here we provide properly formatted citations for the anchor texts in this unit.

INFORMATION FOR WORKS CITED ENTRIES:

- ☐ Author (for the first author, last name goes first).
- ☐ "Article Title."
- ☐ *Title of the website,*
- ☐ Date published (if available),
- ☐ URL (without the https://).
- ☐ Date you accessed.



PART 3: Finishing your Works Cited List

Directions: Copy and paste the Works Cited entries into the Works Cited list at the end of your research paper. *5 minutes*

Make sure that you:

- Maintain the double-spacing that currently exists.
- Insert each entry in the list in alphabetical order by the first word of the entry.
- Maintain the hanging indent for each entry (first line left-justified; each succeeding line indented 0.5 inches).

Works Cited
Maslen, Paige. "The Social and Academic Benefits of Team Sports." <i>Edutopia</i> , 2015. <i>CommonLit</i> , www.commonlit.org/en/texts/fyc-the-social-and-academic-benefits-of-team-sports . Accessed 21 Jan. 2021.
van der Voo, Lee. "The Concussion Gap: Head Injuries in Girls Soccer are an 'Unpublicized Epidemic'." <i>InvestigateWest</i> , 2018. <i>CommonLit</i> , www.commonlit.org/en/texts/fyc-the-concussion-gap . Accessed 21 Jan. 2021.

Name _____ Class _____

5 Minute Writing Review

Works Cited Formatting

About this lesson

You already know how to create in-text citations when you're only quoting from one source. Today you will learn how to create a list of the sources you cite so that your readers can follow up that information on their own if they wish. You will also learn how to cite those sources in your paper.

Skill Focus

In this lesson, you'll learn how to format works cited entries and in-text citations for your research sources. **[W.8]**

Materials Needed

- The printed or online versions of the texts you're citing in your paper
- Your current draft

PART 1: Formatting In-text Citations

Directions: Read the information about how to format in-text citations and review the examples. Then, proceed to the Independent Practice and apply what you have learned. *5 minutes*



When writing a research paper, it's important to cite — or name — the sources of your data. This gives credit to the researchers and authors who originally shared the data and shows your readers that it comes from a reliable source.

Here's how to format in-text citations:

- Citations appear at the end of a sentence, surrounded by parentheses (), followed by the punctuation mark.
- If you are citing from a print source (book, magazine, newspaper, etc.), you must include a page number.
For internet sources, do not include any numbers.
- The citation will use the first piece of information in the Works Cited entry for that source.

IF THE AUTHOR IS A PERSON

- Use only the author's last name in the in-text citation.

Works Cited Entry

Duckworth, Angela Lee. "Grit: The Power of Passion and Perseverance." *TED Talks Education*, 2013.
CommonLit, www.commonlit.org/en/texts/grit-the-power-of-passion-and-perseverance. Accessed 19 Jan. 2021.

In-text Citation

A person who lives "life like it's a marathon, not a sprint," has grit (Duckworth).

IF THE AUTHOR IS AN ORGANIZATION

- Use the full name of the organization in the in-text citation.

Works Cited Entry Organization

ABC News. "More Facebook Friends, Fewer Real Ones, Says Cornell Study." www.abcnews.com. 8 Nov. 2011. *CommonLit*, www.commonlit.org/en/texts/more-facebook-friends-fewer-real-ones-says-cornell-study. Accessed 19 Jan. 2021.

In-Text Citation Organization

Researchers asked, "How many of your Facebook 'friends' are really friends of yours?" (ABC News).

IF YOU DO NOT KNOW WHO THE AUTHOR IS

- Use the full title in the first in-text citation.
- If you cite the source more than once, use a shortened version of the title in the later citations.

Works Cited Entry Full Title of Text

"Opposition to the Women's Rights Movement." 1852. *CommonLit*, www.commonlit.org/en/texts/opposition-to-the-women-s-rights-movement. Accessed 19 Jan. 2021.

In-text Citations

As activists at the time pointed out, "the Bible nowhere countenances tyranny of man" ("Opposition to the Women's Rights Movement"). Full Title of Text

The authors believed that a woman must "wrestle in defiant combat" against unfair treatment ("Opposition..."). Shortened Title

PART 2: Independent Practice

Directions: Look at your draft argumentative research paper. Using your Works Cited list a reference, make sure that you have correctly cited all of your sources within your research paper. *10 minutes*



Remember:

- Surround each citation with parentheses.
- Do not include any paragraph or page numbers.
- Use the first piece of information in the Works Cited entry for that source.

STUDENT COPY: FINAL UNIT PROJECT OVERVIEW

Summary of Task

Contact Sports Informative Brochure

Are contact sports worth the risks? How can we provide a clearer picture of the benefits and risks of contact sports to prospective players and their parents?

Many of the most popular sports around the world include frequent amounts of contact, which often leads to injury, and which can have long-lasting effects on a player's life. However, contact sports are not just about the contact; they offer many enduring and even surprising benefits to players. Without enough information about the benefits and risks of youth contact sports, it is difficult for players and their parents to decide whether or not to enroll in them. If we made this information available to them, they would be more informed and therefore more confident in their ultimate decision.

Over the course of this unit, you have read widely about the benefits and risks of contact sports for both male and female players. You've gathered evidence on both the benefits and risks to determine whether or not you feel that playing contact sports is worth the risks, and you've published an argumentative research paper supporting your position.

In this final project, Contact Sports Informative Brochure, you will work with a classmate who holds the opposite position to yours to create an informative and balanced brochure about participating in contact sports. The purpose of this brochure is to provide parents and prospective student athletes with factual information about the benefits and risks of participating in contact sports to assist them in deciding whether or not to enroll. Your brochure should include helpful visuals and rely on facts and examples from your own research.

Task Breakdown	
Audience	Prospective players of contact sports and their parents
Purpose	To provide factual information on the benefits and drawbacks of participating in contact sports so that students and parents can make an informed decision of whether or not to participate
Format	A brochure for distribution at sporting recruitment events, school registration, in counselors' offices, or other relevant venues, complete with visuals and evidence gathered from students' own research
Collaboration	Students create their brochure in opposite perspective pairs to provide a balanced view of the benefits and drawbacks of contact sports.
Technology	Students use free and open source design software, such as Canva or Google Slides to create their brochure.

Project Steps:

- **Step 1:** Students assemble in pairs that hold opposite perspectives on the risks and benefits of contact sports.
- **Step 2:** Pairs meet to synthesize and outline balanced and relevant information for parents and students considering enrollment in contact sports.
- **Step 3:** Pairs assemble their brochures, complete with visuals, and factual evidence and examples for parents and their children.