



# Reading in the Real World: The Sports Network 2



Classroom, Inc.

## The Sports Network 2 System Requirements

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### Minimum Specifications

- Windows, Mac, or Linux
- Modern Intel Core series or AMD Athlon processor
- 512MB of RAM
- Internet Explorer 7 or Firefox 3, Chrome 10, Opera 10, Safari 5\*
- Adobe Flash Player 10

### Recommended Specifications

- Windows, Mac, or Linux
- Modern Intel Core series or AMD Athlon processor @ 2Ghz or faster
- 2GB of RAM
- Internet Explorer 9 or Firefox 5, Chrome 14, Opera 11, Safari 5\*
- Adobe Flash Player 10.3 or higher

\* If you are not sure which browser version you are using, you can find that information at the following external website:

<http://www.thismachine.info/>

# Welcome to *Reading in the Real World:* *The Sports Network 2* A Learning Game



## Teacher Guide



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## Classroom, Inc. gratefully acknowledges our funders and partners!



Next Generation Learning Challenges (NGLC) seeks to dramatically improve college readiness and completion, particularly for low-income young adults, by sparking educational innovation that uses promising technology solutions. This collaborative, multi-year initiative is funded by the Bill and Melinda Gates Foundation and the William and Flora Hewlett Foundation. Classroom, Inc. received one of only 19 grants awarded by NGLC in 2011.

Additional costs of producing *Reading in the Real World: The Sports Network 2 (TSN-2)* were provided by our Board of Directors and other individual, corporate, and foundation partners.



Filament Games is a game production studio that exclusively creates learning games, combining best practices in commercial game development with key concepts from the learning sciences. Their "dual literacy" allows them to engineer *authentic gameplay mechanics* (rules and interactions that directly correlate with specific learning objectives). Since their founding in 2005, Filament has developed more than 40 educational games for clients ranging from National Geographic's JASON Science to Justice Sandra Day O'Connor's iCivics Inc., and now, Classroom, Inc.'s TSN-2.



Established to bridge the gap between research and practice in game-based learning, the Learning Games Network is a nonprofit spin-off of the MIT Education Arcade and Games+Learning+Society. They work with educational publishers and media producers to design better learning games and develop new business models for getting those games into the hands of teachers and students. Their expertise in embedded assessment played an important role in Classroom, Inc.'s design of TSN-2.

## Classroom, Inc. is grateful to the following schools for taking the time to let us pilot the original TSN-2 with their students:

### New York City

Bronx College and Career Prep, Bronx  
I.S. 96 Seth Low, Brooklyn  
Channel View School for Research, Queens  
I.S. 364 Gateway, Brooklyn  
J.H.S. 14 Shell Bank, Brooklyn  
J.H.S. 259 William McKinley, Brooklyn

### Chicago

Oscar De Priest Elementary School  
South Loop Elementary School

### Early Stage Testers

Cobble Hill School  
of American Studies, Brooklyn  
Santa Maria Parish School, Bronx

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# Introduction

## A New Era of Learning Games

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With more and more technology in the classroom—and with a student population comprised of increasingly savvy gamers—for the first time game-based learning can be used to teach content and assess student learning.

There's evidence that when students are highly engaged and reading meaningful content in the context of a serious game, they can read much more difficult and complex text than their tested reading level suggests. A recent study conducted by the Games + Learning + Society Initiative at the University of Wisconsin found that students who tested 3–5 levels below grade level were able to read game-related texts 7–8 *grade levels above their reading level with 94–97% accuracy.*<sup>1</sup>

We're at the dawning of a whole new way of learning, one that carries exciting opportunities for students and teachers alike.

## Next Generation Learning Challenges (NGLC) & Classroom, Inc.

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To “address barriers to educational innovation” and to “tap the potential of technology to dramatically improve college readiness and completion in the United States,” NGLC funds technology solutions to move them from “islands of innovation to greater levels of adoption.” Among the self-described guiding principles of NGLC are these core beliefs:

- Technology is an integral part of students' lives, expectations, and futures.
- Technology is not a panacea, but it is an enabler of effective teaching.
- Instructor commitment, knowledge, and experience are vital to student success.

Like Classroom, Inc. since its inception, NGLC is particularly concerned with improving the hopes and prospects of students from poor and under-resourced communities—a population that stands to benefit tremendously from the power of innovative technology-learning solutions such as *Reading in the Real World: The Sports Network (TSN-2)*.

To learn more about Next Generation Learning Challenges, log on to [www.nextgenlearning.org](http://www.nextgenlearning.org).

To learn more about Classroom, Inc., log on to [www.classroominc.org](http://www.classroominc.org).

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<sup>1</sup> “Reading in the Context of Online Games Study Four: How Well Do Struggling Readers Perform on Difficult (Game-Related) Texts of Their Own Choice,” Constance Steinkuehler, Catherine Compton Lilly, Elizabeth King, University of Wisconsin, 2010.

## Reading in the Real World: The Sports Network-2

With the generous support of our NGLC grant, Classroom, Inc. has created a learning game for 8th and 9th grade struggling readers. Using embedded instruction and assessment based on the proven effectiveness of our workplace simulations to improve student literacy, and tied to 8th grade Common Core State Standards (CCSS) for reading informational text, *TSN-2* allows students to direct their own learning. Students become so engrossed in the game activities that they don't even realize they are reading complex grade-level text and that their teachers are assessing them in real time.



# The Game

## Structure

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From the moment your students choose the avatar that will represent them as Managing Director of TSN-2, they will be immersed in the fast-paced modern environment of a cable news sports network. Able to control where they—as avatar—move within the office and which colleagues they talk to, students explore many aspects of a thriving workplace, from how to deal with their peers to using the contemporary technologies found at the network. They come to know the strengths, weaknesses, and quirks of their colleagues; they listen to jokes and to small talk, but they can never wander away from the work of the day—a series of activities assessing reading and their understanding of informational text. (See pages 15-20 of this Guide for a description of TSN-2's literacy activities.)

In role-playing games, a quest is a level made up of a set of tasks the player must complete in order to reach a goal. **In TSN-2, each quest is meant to represent “a day at work.”** Students are continually presented with problems they must solve and choices they must make in order to arrive at the goal of each of five quests—all of which are connected to their work day—in TSN-2. (The following section describes the quests students go on to reach their ultimate goal.)

### Online Sessions

In each of the five TSN-2 quests, students work online independently. It's in this online “day at work” for each quest that they pursue the goals laid out in the story—and where they “play” the CCSS-aligned literacy activities on which they are being assessed.

### Jam Session

After completing the online sessions in each of the five TSN-2 quests, students work offline in teams of three. This time is called a “Jam Session.” Each Jam Session is project-based, extending the goals and challenges presented in the online sessions. (See pages 31-50 of this Guide for a description of TSN-2's activities.)

## The Quests

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In each quest, or TSN-2 day at work, students mobilize their resources: colleagues, office tools, workplace documents, and—most of all—their own critical thinking to solve problems that by the end of the quest will move them further along in achieving their ultimate goal. The story action spans all five quests.

## The Goal of the Game

TSN-2 is losing its teen audience. The Managing Director (MD) and others on staff are charged with finding a way to attract a large teen audience to TSN-2. To accomplish this, the Managing Director must research and analyze data to identify the target audience and the ideal topic of the show, decide on a sport and setting for a pilot episode, create a pitch for the pilot, and present the pitch to Susan Blake, President of TSN-2. The goal of the game is to convince Susan Blake that the pilot for "Teens and City Sports"—and ultimately the program—will bring TSN-2 a new generation of teen viewers as well as needed revenue.

## Individual Quest Summaries

### Quest 1: How Do We Draw Teens Back to TSN-2?

When the Managing Director (MD) of TSN-2 arrives at work, h/she is ushered into the conference room for an important meeting. President Susan Blake presents the problem to senior staff: TSN-2 has lost a significant portion of its teen viewership. The MD and team must come up with a solution that will draw lots of teens—and lots of revenue. After brainstorming with colleagues, analyzing data, and reading competitive analyses, the MD concludes that TSN-2 will create a sports TV program just for teens. Note: When students arrive at the office, the receptionist, Garrett, gives them a brief tutorial on how to navigate the game.

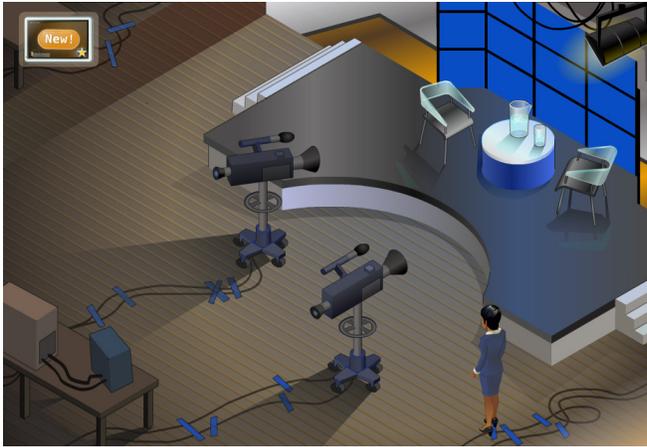


### Quest 2: Who Is Our Audience? What Is Our Topic?

The MD researches and analyzes documents and surveys and receives the feedback of colleagues in order to come up with the best target teen age range and topic the show. By day's end the MD determines the show will target teens 14-16 and the topic (and title) of the show will be "Teens and City Sports."

### Quest 3: What Sport Should Our Pilot Feature?

After evaluating writing samples from potential high school interns and selecting one for TSN-2, the MD sets out to scout locations for the pilot. The MD is joined at the first site by the new intern. They then briefly interview each site coordinator. Back in the office, the MD reads and analyzes handouts h/she was given by the three site coordinators and discusses the pros and cons of each site with colleagues. The MD chooses which site and sport to feature in the pilot. Note: Every student will make an authentic choice among three possible sites. In Quests 4 and 5 h/she proceeds down one of three possible paths based on that choice.

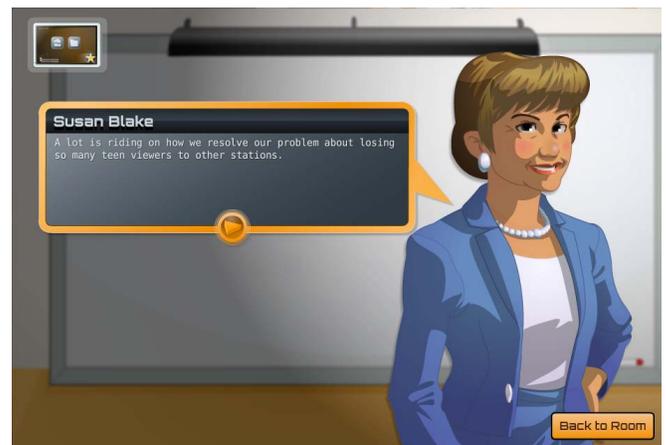


### Quest 4: How Can We Pitch Our Pilot?

Here students gather information on their chosen site. After learning about professional interviewing techniques, the MD goes to the TSN-2 studio to conduct an interview with the site coordinator. TSN-2's film editor then presents the MD with a transcript of the interview, requesting editing help so that she can create a professional-level on-air interview. Next—to focus in on the important points for the pitch to Susan—the MD uses a multi-media storyboard to create a plan for the pilot of "Teens and City Sports."

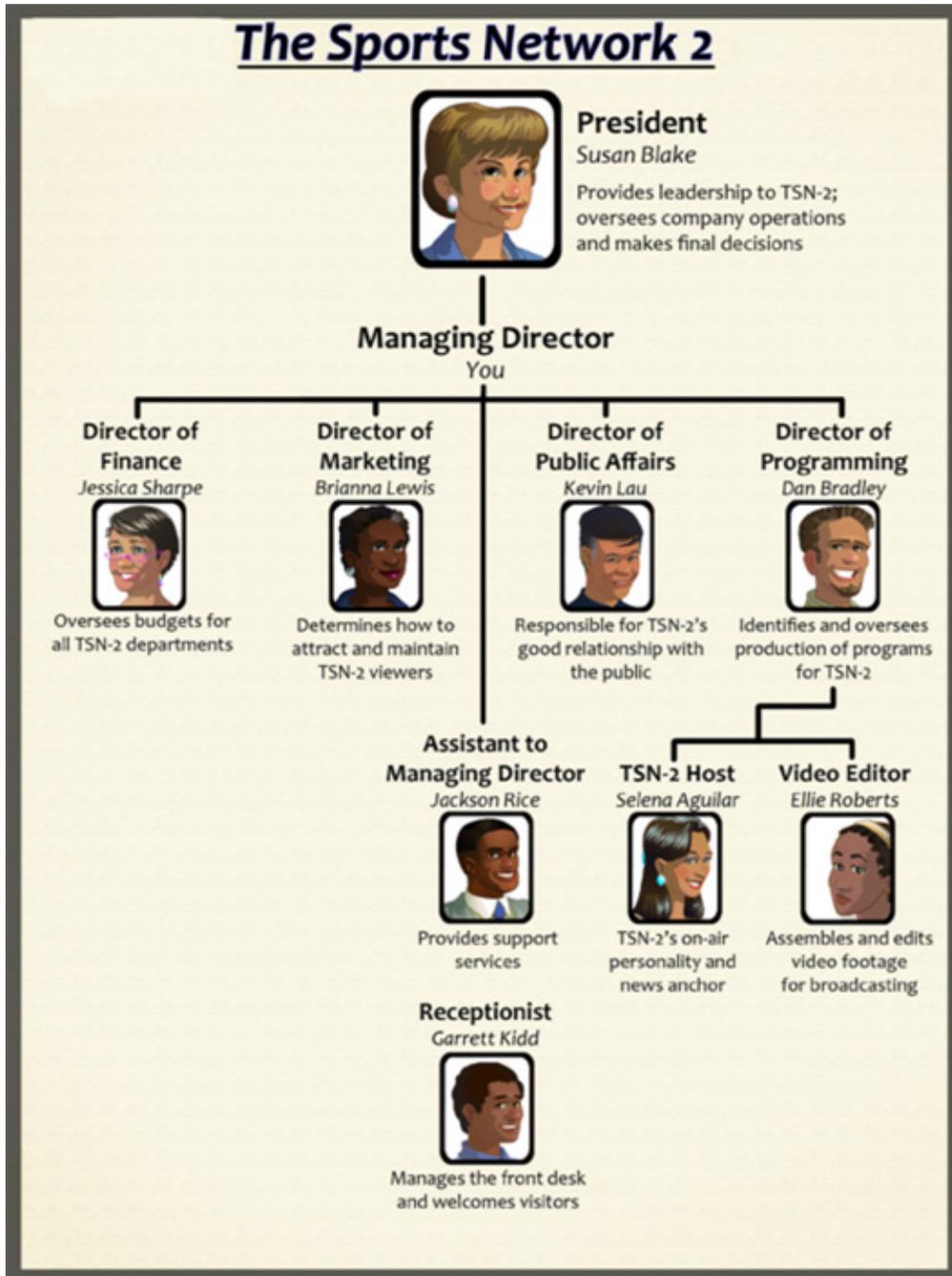
### Quest 5: Will Our Pilot Get the Green Light?

The MD reads an article on creating a strong pitch and applies its principles to TSN-2's goals in creating a pilot show for "Teens and City Sports." The MD then discusses pitch approaches with colleagues and analyzes TSN-2 pitches for projects that have since turned into successful TV programs. Encouraging (and receiving) feedback from colleagues, the MD pitches the pilot to Susan Blake. At the successful completion of this fifth quest, Susan gives the pilot the green light.



## TSN-2 Characters

With the exception of President Susan Blake, the characters in this organization chart comprise the TSN-2 team working under the Managing Director of TSN-2.



Not included in the team organization chart is TSN-2's great new high school intern, Victor Silva:





**Alvin Quinn**

Before these kids leave the program they've done bank shots and lay-ups and hook shots. They've practiced chest passes and overheads. They do one-to-one defense and shot blocking. My kids do it all.

In addition to the TSN-2 staff, students meet three outside urban sports site coordinators. They later choose which sport and site coordinator they want to feature in their pilot.

**Alvin Quinn:** Hooper Heights Basketball Lot

**Juanita Torrez:** Medgar Evers Track & Field



**Juanita Torrez**

These kids are such eager learners. Some are sprinters, we have a couple of marathon runners, and quite a few of my young athletes are interested in the other events.

**Reese Cooling:** Sunny Skate Park



**Reese Cooling**

I have a rule. No one gets to try the fancy, clever tricks until they've mastered the basic ones--you know, like the ollie and the kickturn.

## TSN-2 Activities: Learning & Assessment

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Throughout *TSN-2*, your students complete engaging activities designed to let them practice their reading skills and to assess their understanding of four key 8th grade Common Core State Standards (CCSS) for reading informational text. (See tested standards on page 27 of this Guide.) These **embedded assessments**—assessments that are a learning activity rather than occurring after the fact—have the advantage of being “invisible” to students. While they’re completing activities (playing mini-games from their point of view), your students are learning and being tested on key CCSS.

Many of the **main activities** automatically direct students to a related, second-level activity that is determined by their performance on the main activity. Students either play a **support** or **challenge activity** (see pages 22-23), yet they do not know they are being directed to remediation or enrichment. Despite which second-level activity students complete, they are all returned to the same point in the story action.

Students accrue stars as they proceed through the game, earning 1–3 stars on each activity, depending on their reading comprehension performance. They are given a virtual bonus, which is based on how many stars they’ve accumulated by game’s end. The game has 104 possible stars:

0-35 ☆s	=	gift card to sports store
36-71 ☆s	=	trip to the regional skateboarding X-games
72-104 ☆s	=	MD, team, and 25 friends get to use the TSN-2 Skybox during the NBA/WNBA play-offs

Each type of activity is shown and annotated in the Navigation Guide on pages 15-20.

# Navigation Guide

The Navigation Guide demonstrates how students can move smoothly through *TSN-2*, speaking to characters and completing activities. Before directing students to start the game, it's a good idea to use an LCD projector, SMART board, or other projecting tool to model how to navigate the *TSN-2* office spaces and access the tablet from which they'll be doing the majority of game activities. As you model, use this Guide as a reference.

## Signing In & the Avatar

Directly after students log in to the game (see page 51 in the Dashboard section of this Guide), they are asked to give themselves a name as Managing Director of *TSN-2*.



Once they enter their name, students choose which of the four **avatars** below will represent them as Managing Director of *TSN-2*. . This avatar is set in place for the entire game. By clicking on room portals and on **game characters**, students control the movement of their avatar. Throughout the game, e-mails will be addressed to their personalized avatar, and characters will often use the avatar's name when speaking to them.



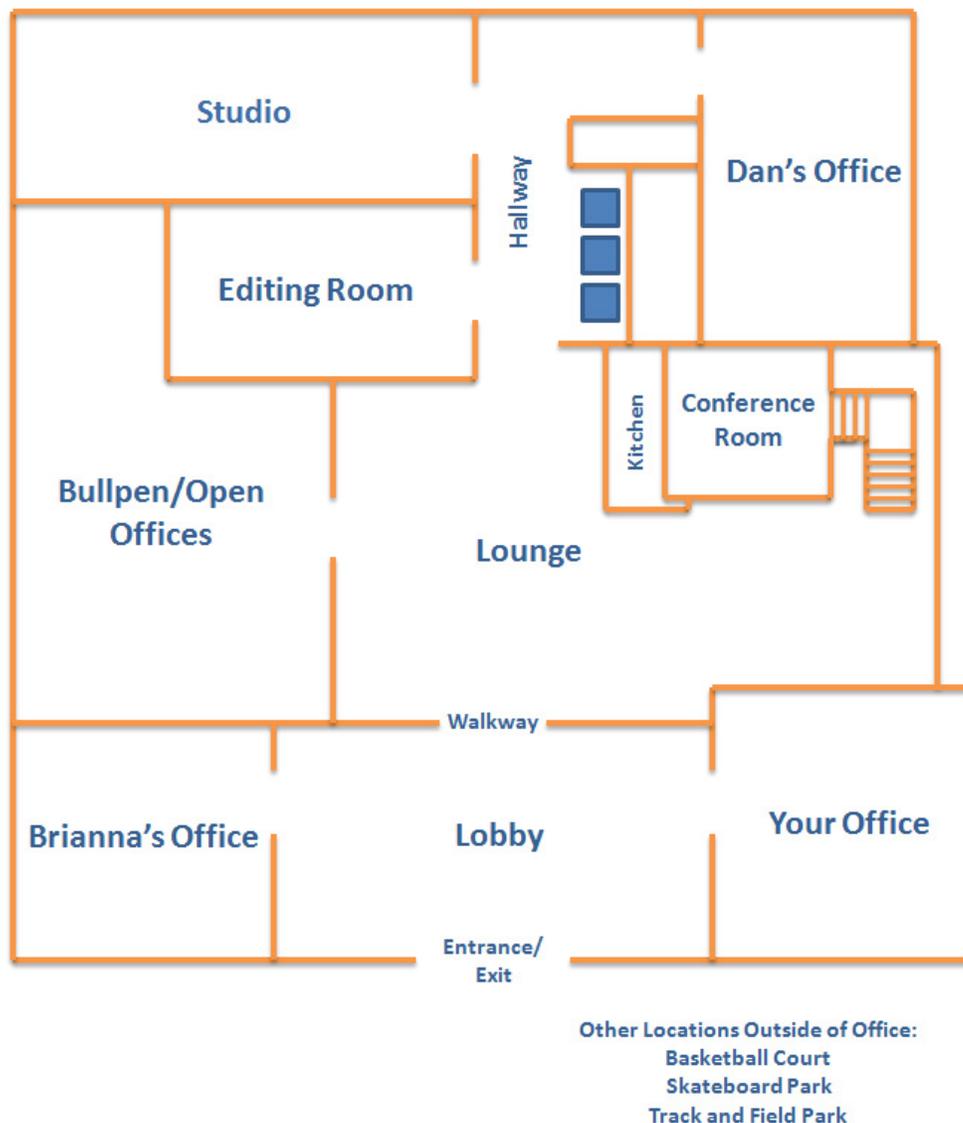
- When moving through rooms, students always see their avatar. When their avatar asks a question or speaks to another character, the scene shifts to a close-up of that character, and the avatar is no longer seen. This new view allows students to feel as though they are speaking with someone directly.

- In their exchanges with game characters, students are given questions or comments, in the form of speech balloons. To generate a response from the character, they must click on the balloons (shown on page 12). Although it is not necessary to click every avatar speech balloon (students won't get stopped in the game if they bypass a question or comment unrelated to the assigned task), the responses of colleagues contribute or add to the narrative of each quest.

## The TSN-2 Offices

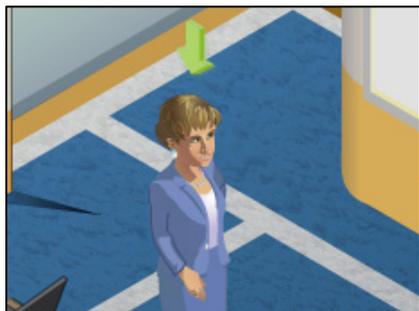
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This office layout shows the various locations an avatar can move through within the game. Using this layout as a guide, you will want to preview the office in the game. Then you can “tour the office” with your students, having the avatar walk around rooms students will be using in the game.



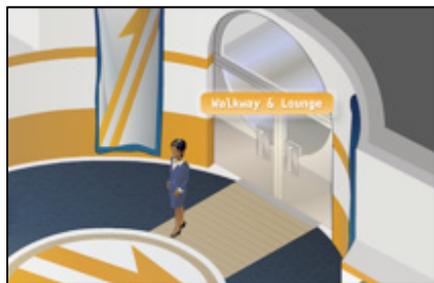
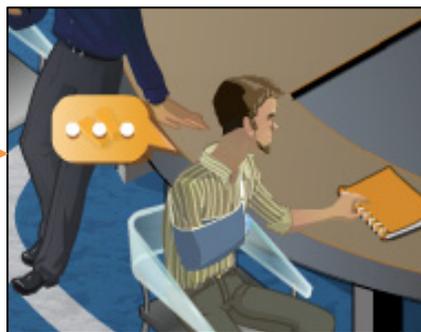
## Moving Around

Controlled by the student, the avatar moves to various rooms and locations within and outside TSN-2's offices throughout the game. The avatar is the only game character that moves. Rather than click the avatar, students click on game characters, or on "hot spots"—such as the end of a hallway—within the environment. Doing this triggers avatar movement toward that spot.



Anytime a character appears with a green arrow over his/her head, students must click on that character. An arrow means the character has something to say that will advance game action.

Characters who don't have an arrow over their heads are also likely to have something to say. Mousing over them (rolling the cursor) will activate an orange balloon like the one shown. Students click on the balloon to read what the character says.



When students mouse over any doorway or open portal in the office, an orange sign appears, letting them know what is directly beyond that room.

By mousing over subtly colored "hot spots" at the end of a room or hall's floor, students see an orange sign indicating what room is beyond that spot. Clicking the spot will take students to that next room.



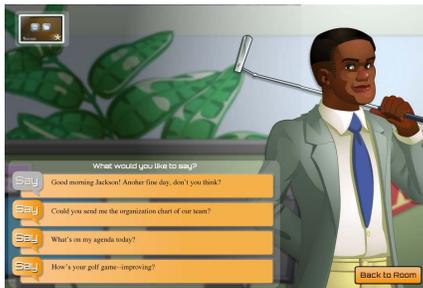
## Communicating with TSN-2 Characters

At any point in the game, students can click on a TSN-2 character that is in a room or other environments where their avatar is. The following diagram shows how character communication works.



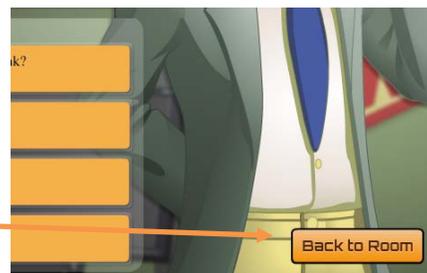
When students click on a character's green overhead arrow or orange speech balloon, they see this close-up view, offering questions for them to ask, or comments for them to make. These avatar balloons are always orange.

By clicking their avatar's orange speech balloon, students trigger the character's response. All game character speech balloons have an orange border. Students click the arrow on the bottom border to read more of what the character has to say.



When students see a grayed-out "Say" sign, they know the character has already responded to that question or comment. If students choose to ask the question again, the character will answer it.

When students are finished speaking to a character, they simply click BACK to return to ongoing game action.





Students can also receive phone calls from game characters. To start the phone call, students first click on the phone and then click on the question or comment that appears on the screen.

As in any other exchange with another character, students click through the bubbles to read what the game character has to say.



### Working in the Tablet

The TSN-2 "tablet" represents an electronic tablet and is the single most important tool in the game. It's within this device that students receive e-mails and files and play the great majority of their text-based games. It is also where they can access the TSN-2 Glossary and keep track of how many stars they have accumulated as they progress through the game.



Located on the upper left of all game screens, the tablet flashes "New!" to announce a new e-mail or activity. Students click to open the tablet. They can choose *not* to open it at this point, but characters they run into will refer them back to the tablet.

Students click here to access the Glossary.

To hear sound effects and music, students can slide the buttons to set the volume higher or turn off.



By clicking EXIT TABLET, students are taken to their last point in the

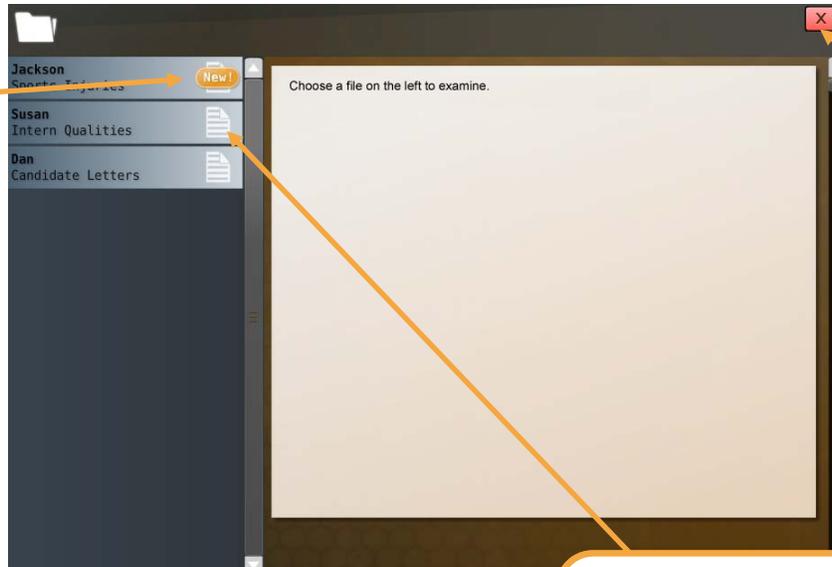
This MY FILES icon indicates when a new e-mail or activity is ready.

This shows how many stars students have earned out of the total number possible.

## Using “My Files”

When students click on the file folder icon on the entry screen of their tablet, they go into “My Files,” where both new and previously completed files are located.

Activities to be opened are tagged “New!” while completed activities in the quest (not the game as a whole) accumulate beneath new ones.



By clicking the RED X, students return to the tablet entry screen.

Students can open completed activities and reread the text, but once they've finished a game, they cannot replay it.

Note About Saving: The learning game always returns students to the point where they left off in a quest. However, if an activity has been started, that work will **not save**. To preserve their work, it's necessary that students complete activities and click DONE before quitting the program.

## Working through the Literacy Activities

There are eight types of assessed literacy activities in TSN-2: White Board Jam, Text Analyzer, Idea Centralizer, Sorting Organizer, Idea Connector/Distinguisher, Context Clues Selector, Storyboard, and Choice e-mail. In addition, students are sometimes asked to respond to a Writing Prompt.

The eight activities give students practice in, and assessment on, the CCSS cited on page 27 of this Guide.

## Features Common to All Activities

The screenshot shows an email interface for 'TSN-2 Teen Program'. The email text is on the left, and on the right is a sorting task with three categories: 'Meets a TSN-Goal', 'Does Not Meet a TSN-Goal', and 'Off Topic'. A question mark icon and an 'X' icon are in the top right corner. A 'Done' button is at the bottom right. A small box says '(That would keep...)'.

All activities are preceded by a set of instructions. **Note:** Though design templates are reused in the game, every activity is unique, and so are its instructions. Make sure students read these every time they open an activity.

Clicking the QUESTION MARK button brings up a new screen explaining how the activity type works.

Students can click the X to close the activity at any time, but their work won't be saved until they're done.

The DONE button highlights when all work is completed. When students click the *highlighted* DONE button, their answers are locked in and they will receive **star feedback** based on how they did. Then a screen will appear indicating their correct responses (✓) and their incorrect ones (X).

The screenshot shows a text analysis task. The text on the left is about teen sports habits. On the right is a list of three categories: 'Time Spent Watching TV', 'Percent Who Regularly Play Sports', and 'Dollars Spent Per Year on Sports'. A question mark icon and an 'X' icon are in the top right corner. A 'Done' button is at the bottom right.

## White Board Jam

Click on 2 ideas you think are not as strong. Click your coworkers' faces to see their way.

Topic: How are we going to attract more teens?

Sports media site

TSN-2 athletic scholarships across the country

TV Show

Online sports game center

Invite teens on show to report on sports

Kevin

I have a couple of ideas, actually. One is to offer scholarships to high school athletes. We could do a major publicity campaign around it, and go to high schools all over the country to scout for scholarship athletes.

Students are asked to choose among options on the board. In this case, students listened to colleagues' ideas on how to attract more teens to TSN-2 and are now being asked to eliminate two ideas that are not as strong as the others.

A character speaks while an off-screen character types in the ideas of other game characters and projects the ideas onto the White Board.

Students can click on a game character at any time to hear that character's idea or response.

## Text Analyzer

Do video games turn kids into couch potatoes? These letters respond to an editorial. They make four types of arguments--two each for and against video games. Drag the flags to mark each kind of point.

To the Editor:\*  
You're so right about sports video games!\* My little brother is only 10 years old, and already he's falling behind in school.\* Why?\* Because every night, instead of doing his homework, he's playing fantasy basketball or boxing or shooting deer on the computer.\* Once he starts, it's like he's addicted.\* I don't think kids should be able to play these games.\*  
Tanya Albright, 8th grader, MLK Middle School\*

To the Editor:\*  
I read your editorial "Video Sports Games Make Teens Couch Potatoes" with interest.\* Certainly it includes valid points, but in the end you can't generalize about the effect of sports video games on students.\* I'm the father of two teenage boys.\* Both play sports video games several hours a week.\* Sam uses them to help understand complex football strategies.\* Because of what he's learned in the games, he's a real leader on his high-school football team.\* My younger son, Max, had a problem focusing on one thing at a time, but the sports video games he plays have helped him overcome this problem.\*

1/1 Distract from Responsibilities

3/3 Contribute to Health Problems

1/1 Help Develop Concentration

3/3 Sharpen Thinking Skills

In this view of the Text Analyzer, a student has completed the activity and clicked DONE. Correct and incorrect responses are indicated.

Students are asked to drag colored flags to text passages that exemplify the idea, or category, on the flag's label. As students drag over each flag, the counter to its right shows how many of the total possible flags they have used so far. Flag placement is not locked until students click DONE; students can change their minds about where to place a flag.

## Idea Centralizer

Students are called upon to analyze highlighted passages within the context of the text. After they have dragged a passage to a circle ring, its highlight darkens.

Given a set of criteria, students drag each highlighted passage to a circle ring marked with a criteria name. Note: Only the first few words of that passage appear in the ring.

Sometimes multiple texts are presented in an Idea Centralizer. By clicking the next screen number when they've finished working with a text, students bring up the next text. The DONE button won't highlight until they've completed every screen.

## Sorting Organizer

Students first read the text appearing here.

The Sorting Organizer allows students to organize their interpretation of a text before making a decision on a game question or concept.

In this case, students have been asked to weigh the attributes and drawbacks of the outside sites that they're considering using for their pilot. The three sites are at the top of the grid; the TSN-2 requirements each site must meet to make a good setting for the pilot are on the right side of the grid. For each site, students move PRO or CON tiles to a cell representing one of those requirements.

## Idea Connector/Distinguisher

Although the format of this activity is similar to that of the Text Analyzer, it is used for a different purpose—to find connections and distinctions among ideas—and so its features vary slightly. All Idea Connector/Distinguisher activities feature a pair of red and blue boldfaced text passages.

The news item Kevin is pitching includes comparisons and contrasts. Read the boldfaced red idea. Drag the red flag to the idea that is most similar to it. For the boldfaced blue idea, drag the blue flag to the idea most different from it.

Two types of sports injuries affecting teenagers have been in the news lately. **\* One of them most commonly affects female athletes.\*** ACL, or anterior cruciate ligament, injuries can be real season-stoppers. \* They are 2-4 times more likely to affect females. \* **The reasons why ACL tears in the knee happen more to female athletes are complicated.\*** One is that girls and women tend to land in such a way as to cause extra stress on their knees. \* **If treated properly, ACL injuries heal with no permanent damage.\*** Prevention is still the best medicine. \* Although there has been disagreement on the subject, some doctors believe that stretching exercises may strengthen the ligaments to help prevent this type of injury. \*

The other injury in the news lately is concussions. \* Concussions occur mainly in hard contact sports, such as football and ice hockey. \* A concussion is a brain injury caused by a blow directly to the head or by a pounding of the body, which shakes up the brain. \* Just as with ACL and all other sports injuries, athletes need to take precautions to try to prevent concussions. \* The best way to prevent a concussion is to avoid hard contact. \* That's not going to happen in today's sports. \* However. \*

Similar 1/1  
Different 0/1

Done

Students identify an idea or point conceptually related to the idea bolded in red. When they drag and drop the SIMILAR flag to this idea, it becomes highlighted in red and the counter on the SIMILAR button changes to 1/1. Using the blue DIFFERENT flag, students follow the same procedure to distinguish between ideas in the text.

## Context Clues Selector

This vocabulary activity requires students to first identify the meaning of a target word by reading it in the context of a workplace document. Then they identify context words that helped them determine the word's meaning. Note: Target vocabulary words are used in TSN-2 texts but are not found in the Glossary.

To: Office  
From: Jessica Sharpe, Director of Finance  
Subject: Changes in TSN-2 Benefits

All,  
We have revised the benefits package for all TSN-2 employees. These changes will take effect on January 1 of the coming year.

We are committed to providing our employees with the very best benefits to protect you and your families. Yet every year the **escalation** of health insurance costs compels us to take a look at what we can reasonably afford. Unfortunately the sharp rise in our payments for the coming year has forced us to make a very tough choice. For the first time in six years, we must raise the amount that employees must contribute to their health insurance plan. This amount will go up from 3% to 5%, depending on your salary. We realize this is a big jump. We wish we could have taken small, **incremental** increases over several years instead, but we needed to act right away.

On a positive note, your insurance **deductible** will be slightly reduced. Currently, you have to pay the first \$1,200 of your medical

**escalation**  
Choose the correct meaning.

A a strong disagreement  
B an unplanned disappearance  
C an increase or growth  
D a result or effect

Done

an increase or growth

If you read the sentences around the word, it can help you get the right meaning. Those sentences contain words or phrases that can give you a clue to the word's meaning. Which word or words below give you a clue?

A amount will go up  
B costs  
C payments  
D rise in payment

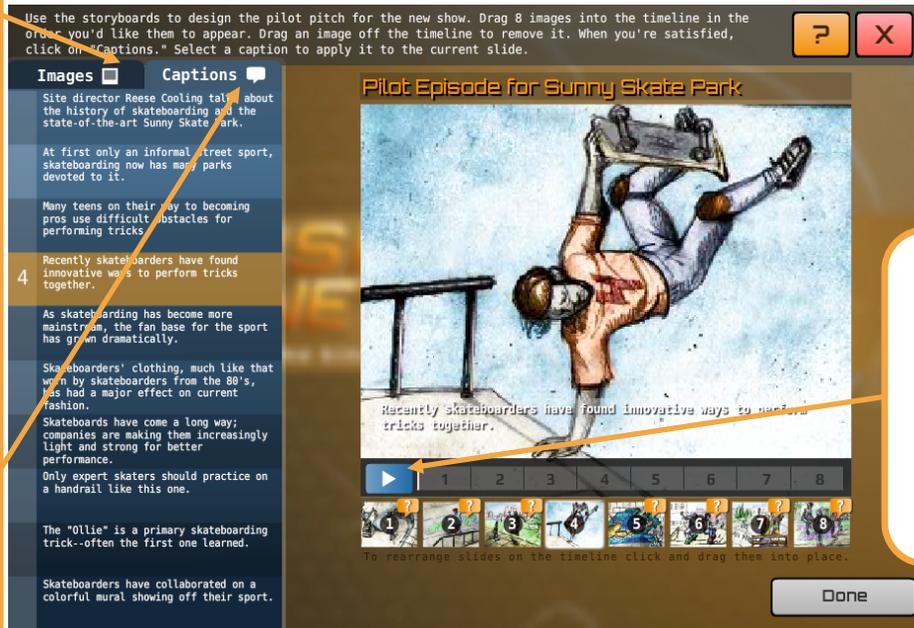
Done

There are five vocabulary words students must click in each Context Clues Selector activity. For each word they click, they choose from four possible meanings.

Regardless of their choice of definition, students are presented with four options of context clues for the target word. They choose the one that helps identify the target word. If they choose incorrectly, they are given a tip for recognizing context words that can help them unlock the meaning of words they encounter.

## Storyboard

Students first click the IMAGES tab to choose eight from among ten presented images and arrange them in the order they'd like them to appear. They then click the CAPTIONS tab and click a caption to match it with the image it describes. .

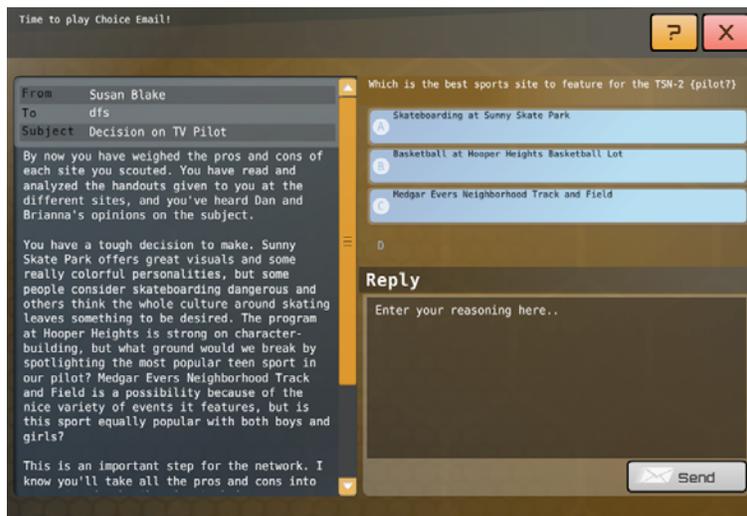


The finished product is a storyboard sequence that can be viewed as a slideshow by clicking on the PLAY button.

Note: For more information on using this activity, see printing on page 59 of this Guide.

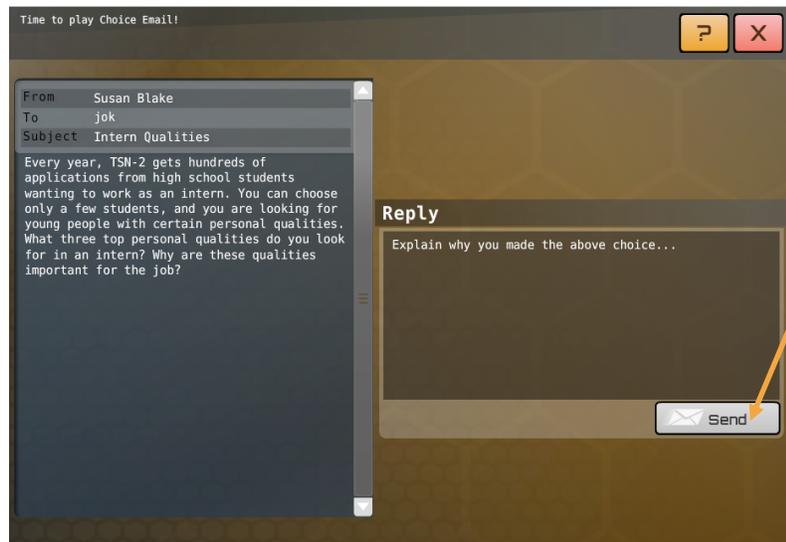
## E-Mail Choice

At least once in every game quest, students are called upon to make an "executive decision." Sometimes the request comes via e-mail. Students choose from 3-4 possible options. Often they are asked to explain their choice in an e-mail to the character they are responding to. For all such decisions, students receive feedback—either by return e-mail or directly from the character.



## Writing Prompt

Following the completion of some activities, students are asked an open-ended question about the text they have just read. These writing prompts (the responses of which are accessible from your Dashboard) ask students to synthesize the information in the text or to draw conclusions about it. Students respond to the prompt by writing in the text field provided, and then click SEND to “reply by e-mail.”



Note: For more information on printing student writing, see printing on page 59 of this Guide.

# Student-Centered Learning

## Teacher Dashboard

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The purpose of *TSN-2* is to improve your students' proficiency on 8th grade CCSS for informational nonfiction reading in a setting that is relevant, fun, and that uses many of the gaming features they know and love.

To support you with the type of data you need, *TSN-2* features a comprehensive Teacher Dashboard. When using this Dashboard, you'll get real-time data on both your class and on individual students. Each activity is linked to a *TSN-2* target CCSS. At any point in your students' gameplay, you can view or print Dashboard progress reports.

For an annotated picture guide to your Dashboard, please see pages 51-59 of this Guide.

## Online Sessions and Jam Sessions

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So that students can be individually assessed but also have opportunities to work collaboratively, *TSN-2* features two types of class sessions:

- In the **Online Sessions**, each student works *individually*, playing the learning game on the computer. In these sessions, students are “invisibly” assessed and their assessment results are tracked in your Dashboard. The online sessions for each of the five quests typically take three class periods to complete. Please see a sample *TSN-2* teacher planner on page 24 of this Guide.
- In the **Jam Sessions**—one each coming at the end of each game quest,—students work *offline in teams of three*, applying collaboration and deeper learning competencies. The collaborative project students complete in each Jam Session, which occurs during the fourth class period for each quest, focuses on themes in *TSN-2* but also focus on researching and finding out about different college options. This gives you an opportunity to turn students' attention to college and workplace readiness. Note: Student work in the Jam Session is print-based and therefore not automatically assessed or tracked in the Dashboard.

The curriculum for the Jam Session appears on pages 31-48 of this Guide.

## Your Preparation

To familiarize yourself with the game before introducing it to your students, play *TSN-2*. (To do this, simply go to the Dashboard home page and click “Play Game.”) While playing, you will want to pay particular attention to these features:

- **The Tutorial:** Sometimes students breeze through game tutorials and don’t catch all the details. The tutorial is delivered at the beginning of Quest 1, by the ever-helpful receptionist, Garrett Kidd. One important feature he points out that students might miss is the *TSN-2 Glossary*. Not only are important words collected and defined in the *Glossary* (found in students’ tablet), but *most important words are defined at point of use* in the game. When students begin the game, make sure they know that if they click on an unfamiliar word in any document or in the dialogue, in most cases a definition of that word—as used in the game—will pop up. Encourage them to use this feature to enhance their understanding of text.  
Note: Garrett’s Quest 1 Tutorial appears in the “Teacher Materials” section in your Dashboard. You may wish to print out some copies to have on hand for students who need a reminder of some basic game pointers.
- **Support and Challenge Activities in Relation to Their Main Activity:** If you don’t have time to play the entire game, sample some main activities that automatically bring students to related support or challenge activities. You will see how these secondary activities help you to meet students on their achievement level.

If students get 80–100% of the answers correct on a *TSN-2* main activity, all of which are based at a low-to-mid 8th grade level, they will be automatically directed to a challenge activity with text based at the mid-to-high 8th grade reading level to see how well they comprehend more complex text. Conversely, if they get 79% or fewer answers correct, hitting the DONE button will trigger a support activity featuring text at a 6th grade reading level, giving the students an opportunity to perform better on simpler text.

## Activities Overview

Please note that while many main activities in *TSN-2* come with support and challenge, not all do. The following tables show all the activities in *TSN-2* so you can see at a glance which is followed by support or challenge activities.

### QUEST 1 DAY AT WORK: HOW DO WE DRAW TEENS BACK TO TSN-2

Main	Support	Challenge
How to Attract Teens to TSN-2	Hire Khalil Bridges As Spokesperson	Abby’s Show Idea
Everyone’s Ideas; Best Idea	Research on Advertisers	How American Teenagers Spend Their Time—and Why
Summary Competitive Analysis	Potential Competitors	E-mails to the Editor
Time to Choose		
Home Team		

### QUEST 2 DAY AT WORK: WHO IS OUR AUDIENCE? WHAT IS OUR TOPIC?

Main	Support	Challenge
Summary Market Analysis	Focus Group Notes	Being Advertiser Friendly
Show Ideas from Teens	News Segment Idea	Tonight's Interview
TV Show Analysis		
Extreme Sports		
Your Decision—Topic		
Your Decision—Age		

### QUEST 3 DAY AT WORK: WHAT SPORT SHOULD WE FEATURE FOR OUR PILOT?

Main	Support	Challenge
Candidate Reviews	Sports Injuries	Good Design Can Even Any Playing Field
Good Intern Qualities		
Location Notes		
Changes in TSN-2 Benefits Package		
History of Skateboarding	ASAT Program	Sporting Thoughts
Contract		
Maurice Greene ...		
Decision on TV Pilot		

### QUEST 4 DAY AT WORK: HOW CAN WE PITCH OUR PILOT?

Main	Support	Challenge
Interview Tips		
Interview Questions*		
Interview Transcripts*	Extreme Sports for Chickens	Extreme Sports for Chickens (longer, more complex text)
Harpertown College Cyclist Found Guilty of Doping		
Storyboard for Pilot*		

### QUEST 5 DAY AT WORK: WILL OUR PILOT GET THE GREEN LIGHT

Main	Support	Challenge
Secrets of a Great Pitcher	Teens Against Time	Two On-Air Promos
Why TSN-2 Viewers Will Love "Canine Athletes"	Sports Medicine at Its Greatest: The Magic Dr. Dooley	So <i>That's</i> How It's Done!
Pilot Pitch Points*		
Sports Movies News Report		
What To Do About Jackson		
Pilot Checklist & Pitch		

## Day-by-Day Sample Planner

The *TSN-2* learning game is structured so that within each quest students spend approximately three class periods online using the game and one class period in a team of three completing a Jam Session. The individual quests do not have automatic break points, so it is up to you as the teacher to supervise your class. This Sample Planner suggests natural breaking points where you might have your students end each period. The program is flexible to work with and can be adapted around the amount of time you have to spend online.

Please note that while many Main activities in *TSN-2* come with Support and Challenge, not all do. The table shows all the activities in Quest 1 so that you can see which are followed by Support or Challenge activities.

### Quest 1: How Do We Draw Teens Back to TSN-2?

PERIOD	Activity Name	Activity Type	CCSS
Period 1	Class orientation to the program; Log in and Registration		
	How to Attract Teens to TSN-2 (Main)	White Board Jam	RI 8.1
Period 2	Everyone's Ideas (Main)	Idea Centralizer	RI 8.2
	Best Idea	Writing Prompt	
	Research on Advertisers (Support) OR How Teenagers Spend Their Time... (Challenge)	Idea Centralizer  Idea Centralizer	RI 8.2  RI 8.2
	Summary Competitive Analysis (Main)	Text Analyzer	RI 8.1
Period 3	Advertiser Impact	Writing Prompt	
	Potential Competitors (Support) OR E-mails to the Editor (Challenge)	Text Analyzer  Text Analyzer	RI 8.1  RI 8.1
	Time to Choose	Choice E-mail	RI 8.1
	Home Team	Context Clues Selector	RI 8.4
	Period 4	Selecting a Spokesperson	Jam Session

## Quest 2: Who Is Our Audience? What Is Our Topic?

PERIOD	ACTIVITY NAME	ACTIVITY TYPE	CCSS
Period 1	Summary Market Analysis	Text Analyzer	RI 8.1
	Teen Research	Writing Prompt	
	Focus Group Notes (Support) OR	Text Analyzer	RI 8.1
	Being Advertiser Friendly (Challenge)	Text Analyzer	RI 8.1
Period 2	Show Ideas from Teens	Idea Centralizer	RI 8.2
	Help from Teens	Writing Prompt	
	News Segment Idea (Support) OR	Idea Centralizer	RI 8.2
	Tonight's Interview (Challenge)	Idea Centralizer	RI 8.2
Period 3	TV Show Analysis	Text Analyzer	RI 8.3
	Off Topic Ideas	Writing Prompt	
	Extreme Sports	Context Clues Selector	RI 8.4
	Your Decision—Topic	Choice E-mail	RI 8.1
	Your Decision—Age	Choice E-mail	RI 8.1
Period 4	Choosing a College Partner	Jam Session	

## Quest 3: What Sport Should Our Pilot Feature?

PERIOD	ACTIVITY NAME	ACTIVITY TYPE	CCSS
Period 1	Candidate Reviews (Main)	Idea Connector/ Distinguisher	RI 8.3
	Intern Qualities	Writing Prompt	
	Your Intern Decision	Choice E-mail	RI 8.1
	Sports Injuries (Support) OR	Idea Connector/ Distinguisher	RI 8.3
	Good Design Can Even Any Playing Field (Challenge)	Idea Connector/ Distinguisher	RI 8.3
Period 2	Location Notes	Sorting Organizer	RI 8.3
	Changes to the TSN02 Benefits Package	Context Clues Selector	RI 8.4
Period 3	History of Skateboarding**	Choice E-mail	RI 8.1
	Contract**	Choice E-mail	RI 8.1
	Maurice Greene: Man with the Magic Feet**	Choice E-mail	RI 8.1
	ASAT Program (Support)** OR	Choice E-mail	RI 8.1
	Sporting Thoughts (Challenge)**		
Period 4	Decision on TV Pilot	Choice E-mail	RI 8.1
	Choosing a College Partner	Jam Session	

\*\* Based on how students complete (Main A), (Main B), and (Main C) combined, they will go to either the Support or Challenge activity.

### Quest 4: How Can We Pitch Our Pilot?

PERIOD	ACTIVITY NAME	ACTIVITY TYPE	CCSS
Period 1	Interview Tips**	Text Analyzer	RI 8.2
	Interview Preparation	Writing Prompt	
	Interview Questions**	Idea Centralizer	RI 8.2
	Respond to Victor**	Writing Prompt	
Period 2	Interview Transcripts**	Text Analyzer	RI 8.1
	The Interview Again**	Writing Prompt	
	Extreme Sports for Chickens (Support) OR Extreme Sports for Chickens (Challenge)	Text Analyzer	RI 8.1
		Text Analyzer	RI 8.1
Period 3	Harpertown College Cyclist Found Guilty of Doping	Context Clues Selector	RI 8.4
	Storyboard for Pilot**	Storyboard	RI 8.2
Period 4	Writing a Promo Commercial Script for a New Show	Jam Session	

### Quest 5: Will Our Pilot Get the Green Light?

PERIOD	ACTIVITY NAME	ACTIVITY TYPE	CCSS
Period 1	Secrets of a Great Pitcher	Text Analyzer	RI 8.1
	Author's Pitch	Writing Prompt	
	Teens Against Time (Support) OR Two On-Air Promos (Challenge)	Text Analyzer	RI 8.1
		Text Analyzer	RI 8.1
Period 2	Why Viewer's Will Love "Canine Athletes"	Idea Centralizer	RI 8.2
	Sports Medicine at Its Greatest: The Magic... (Support) OR So That's How It's Done! (Challenge)	Idea Centralizer	RI 8.2
		Idea Centralizer	RI 8.2
Period 3	Pilot Pitch Points**	Sorting Organizer	RI 8.3
	Sports Movies News Reports	Context Clues Selector	RI 8.4
	What To Do About Jackson	Choice E-mail	RI 8.1
	Pitch Checklist**	Writing Prompt	
	Pitch for Teens and City Sports	Choice E-mail	RI 8.1
Period 4	Presenting and Evaluating Promo Commercials	Jam Session	

\*\* There are three versions of each, students will go down path 1 (basketball), path 2 (skateboarding), and path 3 (track and field) based on their pilot site choice in Quest 3. Activity types and degree of difficulty are the same regardless of the path students choose.

## Reading in *TSN-2*

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The CCSS place great emphasis on students' understanding of informational text and on increasing the complexity levels of the texts they read. That's why *TSN-2* zeroes in on improving students' comprehension of informational text not by only presenting numerous opportunities for students to apply their skills in analyzing such texts, but by exposing students to a variety of nonfiction text types. The learning game is rich with biographies, marketing studies, interviews, opinion pieces, authentic workplace documents, and more—all of which must be understood to succeed in the game.

### Target CCSS Standards

The activities in *TSN-2* address these four 8th grade CCSS for Reading Informational Text:

#### Key Ideas and Details

- RI 8.1 Explicit and Implicit
- RI 8.2 Over the Course of a Text
- RI 8.3 Connections and Distinctions

#### Craft and Structure

- RI 8.4 Word Meaning

**Note:** For complete wording of these standards, log on to <http://www.corestandards.org/>. The texts in *TSN-2* activities tap into each of these standards multiple times, supporting students on their way to skill mastery.

## Reading Levels and Text Complexity

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There are many ways to assess reading level and text complexity. The CCSS recommend a combination of *quantitative* and *qualitative* approaches. To ensure the texts in *TSN-2* are at the appropriate 8th grade CCSS level, we used the Lexile® Framework for Reading for our quantitative measure and the CCSS Text Complexity rubric, customized for *TSN-2*, for our qualitative measure.

### Lexile® Levels

To address CCSS's *quantitative* dimensions of text complexity, the reading level of the text in every main activity has been carefully measured to help students meet grade-level CCSS for reading informational text. The *TSN-2* activity texts have been leveled as follows:

**Main Activity Texts:** low-to-mid 8th grade reading level

**Support Activity Texts:** 6th grade reading level

**Challenge Activity Texts:** mid-to-high 8th grade reading level

For information on Lexile® Measures as they relate to CCSS, log onto [www.lexile.com](http://www.lexile.com).

## CCSS Text Complexity

To address CCSS's *qualitative* dimensions of text complexity, the text complexity level in every activity has been mapped to the following CCSS-adapted chart so that the game assures appropriate text complexity in main, support, and challenge activities.

	(1) Simple Texts	(2) Somewhat Complex Texts	(3) Complex Texts	(4) Very Complex Texts
Purpose and Meaning	A single or simple purpose conveying clear information; Meaning is clear and has a narrow focus	Conveys a range of detailed information; meaning has broader focus	Text includes exposition or interpretation; meaning includes more complex concepts a higher level of detail	Purpose may be to evaluate complex and/or theoretical or contested information
Structure	One text type; clear, chronological, or predictably ordered text; explicit connections among ideas	Different text types; may include thesis; connections among ideas may be subtle	Different text types of various complexities; may include more than one thesis and more than one genre; connections among ideas is subtle	Includes sustained context text types of hybrid text types; intricate or discipline-specific organization; connections among ideas deep and subtle
Language Features	Mainly simple sentences; simple language style; mostly familiar vocabulary	Simple and compound sentences; increased objective style; some unfamiliar and context-dependent words	Complex sentences; objective style; includes academic and/or domain-specific vocabulary	Mainly complex sentences, often including multiple concepts; dense disciplinary style and conceptual content; extensive academic and/or domain-specific vocabulary
Knowledge Demands and Informational	Familiar general topic and ideas; concrete ideas	Familiar general topic with some unfamiliar details; both concrete and abstract ideas	Only somewhat familiar topic; many unfamiliar details; recognizable ideas along with challenging concepts	Largely unfamiliar topic with all unfamiliar details; many new ideas, and/or theories and concepts

Note: Derived from Aussie CCSS-aligned rubric for text complexity, used by the NYC Department of Education.

## Scores Behind the *TSN-2* Star System

The stars students receive on each activity (collected throughout the game) are based on the following percentage ranges of correct responses in the activity:

Students get virtual bonuses of a gift card to a sports store, a trip to the regional skateboarding X-games, or the use of the *TSN-2* Skybox during the NBA/WNBA playoffs, depending on how many stars they receive by the end of the learning game.

- ☆ = 0–50% correct
- ☆☆ = 51–79% correct
- ☆☆☆ = 80–100% correct



Students can earn up to three stars after completing the great majority of activities found in their tablet. However, for Choice E-mails—in which students use what they've learned in a text to make a best-judgment choice—they earn up to two stars.

In addition to earning stars, students always receive instructive feedback on their choice from another *TSN-2* character.

## Writing in *TSN-2*

Within the *TSN-2*'s online sessions, there are multiple online writing opportunities. Students are continually called upon to support their choices in writing. In addition, many activities are followed by writing prompts. In general, the purpose of the prompt is for you to determine if students synthesized ideas and concepts in the text and can use their understanding to draw a big-picture conclusion, or if they can appropriately apply their understanding to another context.

All responses to *TSN-2* writing prompts are captured in your Dashboard. While not scored within the game, your review of student writing gives you another valuable view of students' reading performance. See page 59 of this Handbook to learn about printing student work.

Additionally, in the offline Jam Session for each quest, students work in teams on writing projects that extend their online game experience.

## Your Role as Facilitator

As students are going through the game, you'll want to circulate among them, offering tips and problem-solving techniques. For questions about navigating about the office, reading the Navigation Guide on pages 9-20 will enable you to guide students if they don't know where to go next.

The activities function as assessments too, so any tips or instruction you give *should not directly lead to activity answers*. Nonetheless, you can prompt reluctant readers with tips to help them get through the text.

Here are some suggestions:

IF STUDENTS . . .	SUGGEST THAT THEY:
stop concentrating,	read the text aloud to you. Hearing the text might help them to understand it.
lose the thread of the meaning,	chunk the confusing segment with what came before or comes afterward. Ask students to give you the meaning of the segment in question before they read on.
don't understand how a text is organized,	identify text features and clues to text structure, such as headings, bullets, and the Q and A format of an interview. Help them to understand the role of these features in text organization.
don't understand their task in a given activity,	read the instructions aloud to you and tell you in their own words what they're supposed to do. Ask follow-up questions to make sure they understand their task.
only skim passages in an attempt to gain meaning,	follow the practice of all proficient readers by rereading parts of a text they do not understand.
don't understand why they are reading a given text,	predict how reading and understanding the text might help them later in the game, e.g., reading tips on how to interview someone will help them to later ask an interviewee the right questions.

# Guide for Jam Sessions

## Structure

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Every time your students complete the online sessions for a game quest, they will gather in teams of three to apply deeper learning strategies by collaborating on *TSN-2* theme-related projects focused on college and career readiness.

This Jam Session Guide provides:

- Tips for forming student teams
- An overview of all Jam Sessions
- Five lesson plans, one for each Jam Session
- Following each lesson plan, a blank student handout\* for every quest Jam Session

*\* Please make sure to copy one handout per team prior to each quest Jam Session.*

## Forming Student Teams

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Through Classroom, Inc.'s long experience in implementing our program in various settings, we have found that:

- three students is the ideal size for teamwork.
- teams of students with diverse academic and group skills are more effective because each student can contribute in his or her own way, using their strengths—which may not be apparent in a full-class setting.
- keeping students on the same teams throughout *TSN-2* gives them an experience consistent with real workplaces.
- students should rotate roles from one team session to another, such as taking notes and completing forms or reporting out to the class, to deepen their learning experience.

Note: To help students learn more about teamwork, discuss the “Guidelines for Good Teamwork” prior to the Day 1 Jam Session. Copy onto the board or chart paper the following guidelines and discuss each point with students and encourage them to come up with additional points. Add appropriate suggestions to the guidelines.

## Guidelines for Good Teamwork

Each team member should:

- take responsibility for his or her share of the work.
- encourage others to take responsibility for their share.
- help other team members.
- be open to alternative ways of thinking and doing.
- be careful not to dominate, or "take over," the group.

Use this chart to organize your teams.

Team 1	Team 2	Team 3
Team 4	Team 5	Team 6
Team 7	Team 8	Team 9
Team 10	Team 11	Team 12

## Jam Session Content at a Glance

	Day 1: Choosing a Spokesperson	Day 2: Selecting a College Partner	Day 3: Planning a College Scholarship Program	Day 4: Writing a Promo Commercial for a New Show	Day 5: Presenting and Evaluating Promo Commercials
Activity Summary	<p>Each student team will view 3-5 athletes' speeches and evaluate the potential of each to be a spokesperson for the upcoming show. At the end of the activity, each team will select one athlete and message to use, and will defend their choice as best to attract a teen audience for a TV pilot.</p> <p><a href="http://rise.espn.go.com/all-sports/articles/What-I-wish-I-knew/11/What-I-wish-I-knew.aspx">http://rise.espn.go.com/all-sports/articles/What-I-wish-I-knew/11/What-I-wish-I-knew.aspx</a></p>	<p>Each student team will select an area college from one of two provided by the teacher to research and feature in the new show. Students will gather information on tuition, relevant majors, athletics programs, the appeal of the college to teens, and one other piece of information students think is important. They will then compare this information using a chart, and select the best college to feature based on their research.</p> <p><a href="http://collegesearch.collegeboard.com/search/adv_type_ofschool.jsp">http://collegesearch.collegeboard.com/search/adv_type_ofschool.jsp</a></p>	<p>Each student team will rank criteria for a scholarship that the partner college will offer. Initial criteria include grades, sports achievements, and community service. Teams will then rank and define what scholarship applicants need to have to meet each criterion. Finally, they will develop an essay question that students who are applying for the scholarship must answer.</p> <p>As an extension, groups can swap prompts with other groups to write an outline.</p>	<p>Each team of 3 students—all of whom are developing a pilot for the <i>same sport</i> online—will write a “promo” commercial script for their show. The promo should attract teen viewers by providing appropriate information about the show and by introducing the college partnership and scholarship opportunity.</p> <p>If feasible, students can create videos using movie maker software.</p>	<p>Teams will present their promos to the class, and evaluate each other's commercials based on what they learned online about what appeals to teens.</p>

## Jam Session 1 Lesson: Choosing a Spokesperson

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### Objective and Summary

In this lesson, students will use critical thinking skills to select an appealing athlete spokesperson for the new show they decided to create on their first day on the job.

Each student team will choose 3-5 athletes' speeches on ESPNHS's "What I Wish I Knew in High School" section of their web site, <http://search.espn.go.com/what-i-wish-i-knew/videos/6>, and evaluate the potential of each to be a spokesperson for the upcoming show. At the end of the activity, each team will select one athlete and message to use, and will defend their choice as the best athlete to attract a teen audience for a TV pilot.

### Schedule

5-10 minutes	Introduce activity and assemble teams
20-25minutes	Teams review site and complete graphic organizer
10 minutes	Teams share out

### Teacher Preparation and Notes

- Preview web site, athletes' speeches, and the graphic organizer (a blank copy is provided on page 36). Note: Suggested athletes from ESPNHS web site are provided, along with possible student responses. Since the web site is updated frequently, you should use these only if they are available on the web site when your class is using it. If not, you can select others from the site.
- If computer access for groups is an issue, review the speeches with whole class on a white board, stopping after each to allow teams to discuss and complete the graphic organizer.
- If the web site is unavailable, give teams the athletes' names to research elsewhere and have them use the information they find to complete the graphic organizer.

## Graphic Organizer with Possible Student Responses

Athlete	What is athlete's main message?	What about this athlete and message would appeal to teens?	What about this athlete and message would NOT appeal to teens?
Michael Smith	<i>Appreciate all experiences, good or bad, and see the big picture.</i>	<i>Answers will vary but may include: May help teens accept challenges as something positive.</i>	<i>Answers will vary but may include: NFL reporter—may prefer someone that is currently in NFL.</i>
Bruce Bowen	<i>Give good effort. Try even if you don't know if you will succeed.</i>	<i>Answers will vary but may include: NBA player &amp; champion; basketball is popular with teens.</i>	<i>Answers will vary but may include: teens already hear and see a lot about basketball.</i>
Jessica Mendoza	<i>It is good to be different and stand out.</i>	<i>Answers will vary but may include: Olympic gold and silver medal softball player-very successful.</i>	<i>Answers will vary but may include: Softball may not be as popular in urban areas. Teens already hear this message a lot.</i>
Kyle Maynard	<i>Learn to accept yourself, and don't base confidence on how others see you.</i>	<i>Answers will vary but may include: He has overcome big obstacles with handicap.</i>	<i>Answers will vary but may include: Mixed martial arts competitor—too violent?</i>
Heather Mitts	<i>Take your education seriously because it lasts a lifetime, and spend more time with your family because they are the most important thing in one's life.</i>	<i>Answers will vary but may include: Soccer player—very popular sport; hard work is important for all sports, education, and life.</i>	<i>Answers will vary but may include: Although being popular in the U.S. before, it's not as watched a sport as others. The message is important, but may be played out too much already.</i>

# Jam Session 1: Choosing a Spokesperson

### Background

Creating a pilot for a new television show is a big job, so it is important to create buzz about the program with the target audience. To accomplish this, Susan Blake has assigned you to team up with your colleagues to promote your pilot. Your first assignment is to select a spokesperson to advertise the show. TSN-2 wants to select an athlete with a positive message for teens. Your colleagues Brianna Lewis and Kevin Lau have narrowed the choices down to five candidates.

### Instructions

As a team, go to the ESPNHS web site <http://search.espn.go.com/what-i-wish-i-knew/videos/6>. Find the athletes' speeches whose names appear in the chart below (unless your teacher tells you to choose other names). Complete the chart below\*, and evaluate each athlete's appeal to teens. Then choose **one** spokesperson for the show and provide at least two reasons for your choice.

Athlete	What is athlete's main message?	What about this athlete and message would appeal to teens?	What about this athlete and message would NOT appeal to teens?
Michael Smith			
Bruce Bowen			
Jessica Mendoza			
Kyle Maynard			
Heather Mitts			

\* Copy the chart on the back of this paper if you need more room.

Our team's choice for spokesperson: \_\_\_\_\_

Our team's reasons for this choice: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Jam Session 2 Lesson: Selecting a College Partner

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### Objective and Summary

Students will use research and analytic skills to identify which of several area colleges would be the best candidate to feature on the new TSN-2 show for teens.

The team at TSN-2 found in their market research that colleges also target 14-16 year-olds for advertising. Brianna Lewis has decided to feature an area college on the show that has a good athletics program and sports-related majors, to appeal to the teen audience.

Each student team will research two area colleges that you identify for them and select one to feature in the new show. You will identify three colleges and, for one, model for the class how to find the information. Students will then gather information online on tuition, relevant majors, athletics programs, the appeal of the college to teens, and one other piece of information students think is important. They will then enter this information on a comparison chart, and, finally, select the best college to feature based on their research.

### Schedule

15 minutes	Introduce lesson and model activity using first college selection
15-20 minutes	Teams research colleges, complete data chart, select one college and prepare to justify choice in share out
10 minutes	Teams share out

### Teacher Preparation and Notes

- Pre-select three area colleges for students to analyze. For a targeted search tool, use: <https://bigfuture.collegeboard.org/college-search>. This web site allows you to filter by region, among other variables.
- Find the web site for each college, and then find the required information to help you model one for the class.
- Using a white board or projector, show the whole class how to navigate one college web site to find the information needed to complete the chart. Ask students to brainstorm additional criteria that are important to them to research, such as diversity, financial aid offered, or the size of the student populations. Then have teams research and analyze the other colleges on the chart provided in their student materials.
- If a team finishes early, they can choose and analyze an additional school.

### Comparison Chart Sample

College	Tuition	Athletics Programs	Majors That Might be Relevant to a TSN-2 Show (e.g., Sports Journalism, Sports Management or Sports Health)	How Appealing is the College to Teens?	Additional Criterion of Interest (e.g., diversity, financial aid offered, size of student population)

## Jam Session 2: Selecting a College Partner

Team  
Handout

### Background

The team at TSN-2 found in their market research that colleges also target 14-16 year-olds for advertising. Brianna Lewis saw a good public relations opportunity to highlight a local college partner on the show, since students will want information about local colleges, and parents will also appreciate the educational value. Brianna identified three local colleges to consider, because many TSN-2 staff members have graduated from these colleges.

### Instructions

Your teacher will show you how to research one college, and then your team will analyze two others. For each college, find information about tuition, athletics programs, relevant major programs, overall appeal, and one other piece of information you think is important. Use the chart below to organize the data.

College	Tuition	Athletics Programs	Majors That Might be Relevant to a TSN-2 Show (e.g., Sports Journalism, Sports Management or Sports Health)	How Appealing is the College to Teens?	Additional Criterion of Interest (e.g., diversity, financial aid offered, size of student population)

Our team's choice for college to feature on show: \_\_\_\_\_

What were the 2-3 most important reasons you chose this college to highlight on your show?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Jam Session 3 Lesson: Planning a College Scholarship Program

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### Objective and Summary

Students will use critical thinking skills to rank college scholarship criteria and describe how an ideal scholarship candidate would meet those criteria.

It turns out that the site director from the chosen site for the new teen show pilot graduated from the college selected to be featured on TSN-2's new show, and is excited to hear about the college choice. Because of this, the site director's foundation decided to show support for both TSN-2 and the college by creating a scholarship for that college to be announced on the show. Student teams will rank scholarship criteria, including grades, sports achievements, and community service. Teams will then define specifically what scholarship applicants need to have to meet each criterion. Finally, they will develop an essay question that students who are applying for the scholarship must answer.

### Schedule

5 minutes	Introduce activity and assemble teams
20 minutes	Teams rank scholarship criteria and create definitions
10 minutes	Teams develop an essay question for applicants
10 minutes	Teams share out

### Teacher Preparation and Notes

- Because of the subjective nature of this assignment, answers for these activities will vary among groups, and their reasoning should be most important in assessing their work. To prepare, think about how you would rank the scholarship criteria, and how you would describe the ideal successful candidate.
- Introduce the activity by stressing that the three criteria should help them select a "well-rounded" applicant, but that each group will decide which criteria are most important, and specifically what they would look for in a candidate. Discuss each of the three criteria to create a common understanding among the class:
  - **Grades** tell people how well students have done in school, so colleges use them to predict how well those students will do in college. Discuss what kind of grades or grade point averages (GPA's) colleges would look for in scholarship applicants.
  - **Sports Achievements** give an idea about the experience and success students have had in various sports in high school. Discuss how colleges might think about experiences in different sports.
  - **Community Service** shows that a person cares about others enough to take action and help them. Since there are many types of community service, discuss how they should consider the time given, type of activity and number of people helped.
- Have students complete the "Scholarship Criteria Ranking Chart" and the "Ideal Scholarship Candidate Chart," which they will find in their student materials.
- Then have students develop an essay question for scholarship candidates to answer.

- Tell them that at the last minute, the sponsor decided that they want applicants to submit an essay to help them decide the winner. The goal of the essay question is that the essay will give a sense of who the student is and why he or she deserves the scholarship. To get your class thinking in those terms, you might say, for example, "If you were going to give \$5,000 to a student for college, what would you want to know about them? Would you want to know about what they have done so far, what they want to accomplish in their future, or maybe something entirely different?"

### Scholarship Criteria Ranking Chart

Criteria in Rank Order	Reason for this Rank
1.	
2.	
3.	

### Ideal Scholarship Candidate Chart

Criteria	What to Look for in a Scholarship Applicant
1.	
2.	
3.	

### Essay Question

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## Jam Session 3: Planning a College Scholarship Program

Team  
Handout

### Background

The site director from the chosen site for the pilot is a graduate of the college that you selected to highlight on the show. The site director is so pleased that TSN-2 is featuring that college on the new show that the site director's foundation has offered to create a scholarship for that college. The scholarship and winner will be announced on the show, which is great publicity for TSN-2. It is your team's job to rank and define the scholarship criteria.

### Instructions

The three categories that will be used to judge scholarship applicants are: **grades, sports achievements, and community service**. First, rank the criteria in order of importance below and provide reasons for each ranking.

### Scholarship Criteria Ranking Chart

Criteria in Rank Order	Reason for this Rank
1.	
2.	
3.	

Now that the categories are ranked by order of importance, define what makes an applicant an ideal candidate for each criteria.

### Ideal Scholarship Candidate Chart

Criteria	What to Look for in a Scholarship Applicant
1.	
2.	
3.	

### Essay Question

At the last minute, the sponsor decided that they want applicants to submit an essay to help them decide the winner. Brainstorm an original essay question that each student applying for this award must answer. The essay written in response should give you a sense of who the student is and why he or she deserves the scholarship.

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## Jam Session 4 Lesson: Writing a Promo Commercial for a New Show

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### Objective and Summary

Students will use their creative and persuasive writing skills to plan and write a script for a promotional commercial that will attract teens to the new TV show.

Student teams will create an outline and write a script for a 30-second promo commercial for a new TV pilot. Their scripts should include information about the show that will attract teen viewers, including details about the featured college and the scholarship opportunity. Students can use the athlete spokesperson they selected as the narrator or an on-camera presence.

### Schedule

10 minutes	Introduce activity, discuss the qualities of good commercials, and assemble teams
5 minutes	Teams each brainstorm tagline for commercial
30 minutes	Team complete outline and write script

### Teacher Preparation and Notes

- For this activity, be sure that each team includes students who selected the same type of sport to feature in their TV pilot, e.g., basketball.
- Introduce the activity by discussing what makes commercials successful using questions such as: “What commercials do you like? What makes them appealing to you?” If time and resources allow, show an example of a commercial for a local sports television station spot.
- Review the parts of the promo script outline to introduce this activity.
  - a. Explain **why** the viewer should tune in and **why** this show is special.
  - b. Give the viewer a sense of **what** the show is about and **when** they can watch it.
  - c. Highlight the **college partner** and the **scholarship** opportunity for viewers.
  - d. Include the **tagline** created by your group. (A tagline is a slogan that catches people’s attention such as Allstate’s “You’re in good hands” or Xbox 360’s “life’s short, play more.”)
  - e. Make sure the commercial will **appeal to the teen audience**. Use the **athlete spokesperson** to generate interest.
- Teams should discuss the sport they are focusing on in their TV pilot as a jumping off point for planning and writing the script.
- If a team is struggling, ask them to review group discussions from Day 1 and Day 2 activities, highlighting points that they found as “most appealing to teens.”
- A sample template is provided below and for students, which includes space for notes and/or a description of the shot, but do allow groups creative freedom to reorder the outline and add their own elements.
- If time permits in future class sessions, commercial scripts can be accompanied by power point, or as elaborate as actual movies that groups shoot and create with movie maker software.
- Groups will present their commercial on Day 5 and evaluate their peer’s commercials.

## Promo Commercial Outline

	Why should the viewer tune in and why is the show special?	What is the show about and when can viewers watch it?	Highlight the college and scholarship.	How will you use the athlete spokesperson to appeal to teens?	What is your <u>tagline</u> ?
Notes					

## Script

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## Jam Session 4: Writing a Promo Commercial for a New Show

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Team  
Handout

### Background

It is now time to create a promo commercial to attract viewers to watch the new show. According to Brianna Lewis, a successful promotional commercial is creative, unique, and will attract your target audience to watch the new show.

### Instructions

Work with your team to create a 30-second promo commercial outline and script for your new show. When your commercial script is complete, you will pitch it to your colleagues for evaluation.

1. As a group, discuss some commercials that you like and note some examples. What makes each commercial appealing to you?

2. Talk with your team about the sport your pilot show is featuring. What about that sport appeals to teens? What about that sport should you include in the promo spot to attract teen viewers to your show?

3. Brainstorm a tagline for your show's commercial. (A tagline is a slogan that catches people's attention such as Allstate's "You're in good hands" or Xbox 360's "life's short. play more.")



## Jam Session 5 Lesson: Presenting and Evaluating Promo Commercials

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### Objective and Summary

Students will use oral presentation and evaluation skills as they present their promo commercial ideas to other teams, and evaluate their own and other teams promo commercial ideas.

### Schedule

5 minutes     Introduce activity and assemble teams  
10 minutes    Teams assess their own commercial using evaluation questions  
30 minutes    Teams present commercials and other teams evaluate them

### Teacher Preparation and Notes

- Introduce presentations by reviewing the guidelines for the commercial and reviewing the pitch the students made in the module.
  - a. Explain **why** the viewer should tune in and **why** this show is special.
  - b. Give the viewer a sense of **what** the show is about and **when** they can watch it.
  - c. Highlight the **college partner** and the **scholarship** opportunity for viewers.
  - d. Include the **tagline** created by your group.
  - e. The commercial must **appeal to the teen audience**, and use the **athlete spokesperson** to help do this.
- Tell students that you are assessing both the promos and how thoughtfully they evaluate their peers.
- Evaluation questions (below) can be cut and pasted for each presentation or copied for hand-written notes. All commercial and evaluation forms should be handed in to you at the end of the session.
  1. What is the central idea of the promo commercial?
  2. Is the tagline creative and appealing? Why or why not?
  3. Why is this commercial appealing to a teen audience?
  4. What is the strongest part about the commercial?
  5. What could be improved upon in the commercial?
  6. What is one question you have for the creators of this commercial?
- The most important part of the activity is not the presentations, but the evaluation discussions that the groups have about each. Depending on the size of the class and number of presentations, one of a few alternative methods may be used:
  - a. After individual groups self-assess, combine teams so that there are now larger groups of 9 students (3 original groups of 3). Have each group present to the other two for evaluation. Facilitate by circulating, and randomly select groups to answer one of the guiding questions or share their overall assessments.
  - b. After individual groups self-assess, randomly select presentations for the whole class to evaluate. Advise the class that you will evaluate the remaining scripts. After each group presentation, give remaining groups 5-7 minutes to discuss and evaluate. Check in by choosing 1-2 students to share their group's assessment.
  - c. If time allows, have the whole class evaluate all commercials by spreading presentations over two sessions.

## Jam Session 5: Presenting and Evaluating Promo Commercials

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Team  
Handout

### Background

You've created your promo commercial idea and script. It's now time to pitch it to your colleagues and evaluate other commercial ideas and scripts.

### Instructions

First, make sure your team is ready to present its commercial to the whole class. Practice it a few times with your team, and answer the following questions as a team about your own commercial.

Then, carefully listen to the other teams present their commercials, and answer the following questions about each.

**Your Team:** \_\_\_\_\_

1. What is the central idea of the commercial?

2. Is the tagline creative and appealing to teens? Why or why not?

3. Why is this commercial appealing to a teen audience?

4. What is the strongest part about the commercial?

5. What could be improved upon in the commercial?

6. What is one question you have for the creators of this commercial?

Other Team: \_\_\_\_\_

1. What is the central idea of the commercial?

2. Is the tagline creative and appealing to teens? Why or why not?

3. Why is this commercial appealing to a teen audience?

4. What is the strongest part about the commercial?

5. What could be improved upon in the commercial?

6. What is one question you have for the creators of this commercial?

Other Team: \_\_\_\_\_

1. What is the central idea of the commercial?

2. Is the tagline creative and appealing to teens? Why or why not?

3. Why is this commercial appealing to a teen audience?

4. What is the strongest part about the commercial?

5. What could be improved upon in the commercial?

6. What is one question you have for the creators of this commercial?

# Teacher Dashboard

## Overview

The Teacher Dashboard in *TSN-2* allows you to review and play *TSN-2* prior to class, add students and classes, control timing of student progress through *TSN-2*, and conveniently view and print this Guide and each quest answer key.

**Most importantly, however, the Dashboard gives you real-time data on how your students and classes are performing in the learning game, referenced to the 8th grade Common Core State Standards (CCSS) for Reading Informational Text.** The reports provide the percent of correct responses for each student and class by activity and by standard, and shows which students are directed (based on their performance on the main activities) to support activities at a lower readability level or to the higher-level challenge activities.

## Log In and Registration

Students and teachers can find *TSN-2* at [www.classroominc.org/tsn-2](http://www.classroominc.org/tsn-2). This chart details the process for log in and registration.

	Teachers	Students
Get Started/ Register	From the <i>TSN-2</i> home page URL above, create a new Teacher Account by entering your e-mail address, password, and school name. You will receive an automated confirmation e-mail.	Student accounts are set up by the teacher.
Log In	Using your username and password, log on in via the "I Already Have An Account" section of the <i>TSN-2</i> home page.	Students enter the username and password you gave them. They will be instructed to provide some basic information about themselves. Then they will be taken directly to the learning game.
Set Up	Once you log in, you'll be able to add your class and then set up student accounts and create a single default student password.	Students log in with their username and the default password you assigned.

## Dashboard Sections

The Dashboard home page is the starting point for four main functions.

The screenshot shows the Classroom, Inc. Teacher Dashboard. At the top, it says 'Classroom, Inc.' on the left, 'WELCOME KBRENNAN' in the center, and 'EDIT YOUR ACCOUNT' and 'LOGOUT' on the right. Below this is a navigation bar with 'VIEW CLASS ADD', 'VIEW STUDENTS ADD', and 'HOME' buttons. The main content area is titled 'TEACHER DASHBOARD' and contains a welcome message on the left and four main sections on the right, each with an icon and a description. Numbered callouts 1 through 4 are placed to the right of the dashboard, with arrows pointing to the 'TEACHER MATERIALS', 'PLAY GAME', 'SEE HOW YOUR CLASS IS DOING', and 'SEE HOW EACH STUDENT IS DOING' sections respectively.

1

The **TEACHER MATERIAL** button will bring you to an **online version of the guide** and all the resources needed to successfully use the CCSS-linked *TSN-2* with your students, including detailed information on how the learning game and its embedded assessments work, how to facilitate the student team Jam Sessions, and how you can get the most out of the program's real-time progress tracking and reporting. In addition, from here you will be able to link to the **activity answers** for the entire learning game.

2

To prepare for students' use of *TSN-2* in your classroom, click on **PLAY GAME**. This will take you to a screen where you can preview each quest or day at work separately, before your students do. Unlike the student version, this version does NOT allow you to return to where you left off and it does not save your answers, so it is best to preview a full quest at a time, which should take you less than an hour.

3

To examine class progress, click on **SEE HOW YOUR CLASS IS DOING**. This section tracks and displays the percentage of the program that has been completed by the class and the percent of students completing challenge and support activities. It also allows you to stop or start progress for your whole class as needed.

4

Data on individual student progress is available in real-time by clicking on **SEE HOW EACH STUDENT IS DOING**. You can monitor students as they progress through the learning game as well as see scores on each activity and CCSS. You can also access students' writing, which is not assessed, but can give you more information about how well your students are reading and comprehending 8th grade informational text.

## Add Class, Add Students

From any of the Teacher Dashboard screens you can click on the Add buttons for View Class and View Student (shown on p. 52) to establish classes and student accounts as seen here.

The image shows two overlapping screenshots of a web interface. The top-right screenshot is titled "ADD CLASS" and contains the following fields: "Class Name" (required), "Default Password" (required), and "Grade" (a dropdown menu currently set to "5th grade"). There are "CLOSE X" and "SAVE CLASS" buttons. The bottom-left screenshot is titled "ADD STUDENT" and contains: "Select a Class" (required, with a dropdown menu), "Add New Students" (required), a large text area for entering student names, and an "ADD STUDENTS" button.

## Modify Progress, Reset Passwords

You can change the day students will work on in the game and reset their passwords should students forget them, as shown here.

The image shows two overlapping screenshots of a web interface. The top-left screenshot is titled "MODIFY STUDENT PROGRESS" and features a row of radio buttons for "Day 1", "Day 2", "Day 3", "Day 4", and "Day 5". There is an "ADJUST PROGRESS" button. The bottom-right screenshot is titled "RESET STUDENT'S PASSWORD" and displays the student name "Copper Hiker 113" and the message "His/her password will be set to the class default password:". There is a "RESET PASSWORD" button.

## Individual Student Progress: Main Screen

The first screen you see when you click **SEE HOW EACH STUDENT IS DOING** gives you information for each student on the percent of the day—or three class periods—completed (labeled **PROGRESS CONTROLS**). It also allows you, as other screens do, to **ADD CLASS** or **ADD STUDENTS** (buttons at top of screen), or **RESET PASSWORDS** (button next to each student name).

If at times most, but not all, of your students have completed a day, you can click on **MODIFY PROGRESS** to bring individual students in sync with the rest of the class and up to the next day at work. (Your students will then receive a message that brings them up-to-date on the content of the prior day.)

This main screen is also the gateway to all the detailed student performance information. Click **EXPAND REPORT** and then on the bar labeled **COMMON CORE STATE STANDARDS**, click **SHOW REPORT** to expand that section.

The image displays two screenshots of the Classroom, Inc. interface. The top screenshot shows a list of students with progress bars and control buttons. The bottom screenshot shows a detailed view for a student named Nick, including daily progress snapshots and content sections.

**Classroom, Inc.** YOUR ACCOUNT LOGOUT

**SEE HOW EACH STUDENT IS DOING** STUDENTS ADD HOME

Select a class **PROGRESS CONTROLS** RESET PASSWORD EXPAND REPORT

the Boys 0% DAY 2 EXPAND +

Keagan B Peach Fish 550 The Boys 0% DAY 2 EXPAND +

Walker Charl Gold Hiker 842

Teddy Brenn Proud Engineer

Michelle H. T Silver Dog 235

WELCOME CLASSROOMINC@EXAMPLE.COM EDIT YOUR ACCOUNT LOGOUT

**SEE HOW EACH STUDENT IS DOING** VIEW CLASS ADD VIEW STUDENTS ADD HOME

STUDENT NAME Select a class **PROGRESS CONTROLS** RESET PASSWORD EXPAND REPORT

Nick Social Diver 521 The Boys MODIFY PROGRESS DAY 2 COLLAPSE

**DAILY PROGRESS**

DAY 1 100% VIEW SNAPSHOT DAY 2 0% VIEW SNAPSHOT DAY 3 0% VIEW SNAPSHOT DAY 4 0% VIEW SNAPSHOT DAY 5 0% VIEW SNAPSHOT

**STUDENT CONTENT** SHOW CONTENT

SHOW REPORT

EXPAND +

Callout boxes provide the following information:

- For each student, click **EXPAND** to see his or her progress through all days at work.
- Click **MODIFY PROGRESS** to move a student to a different day in TSN-2.
- This shows the percent of the learning game completed that day.
- Click **EXPAND** to see detailed activity information per CCSS.

## Individual Student Progress: Expanded Screen for All Common Core State Standards

The expanded student view provides information on all four CCSS in one place, including:

- the amount of time students spent on each activity each day; and
- the cumulative number of activities completed and percent correct by standard, for each activity type (main, support, and/or challenge).

Click VIEW SNAPSHOT to see the number of minutes the student spent on each activity.

**DAY 1**  
Game Session Time: 00:10:08

**MINI-GAMES**

How to Attract Teens to TSN-2	(00:00:39)
Hire Khalil Bridges As Spokesperson	(00:00:20)
Everyone's Ideas	(00:02:05)
Best Idea	(00:00:04)

**COMMON CORE STATE STANDARDS**

**Explicit and Implicit (RI 8.1)**

Activity Readability Level	Cumulative % Correct Across All Days
MAIN	33%
Support	100%
Challenge	0%

**Main Idea & Details Over Course of Text (RI 8.2)**

Activity Readability Level	Cumulative % Correct Across All Days	VIEW FULL REPORT
MAIN	76%	
Support	0%	
Challenge	0%	

Percent for main, support, and challenge is the average percent correct for each student on all completed activities.

Note: In the case of most activities, after students click the DONE button, they are invisibly tracked, depending on their performance, to a support or challenge activity.

Click VIEW FULL REPORT to see percent progress for each activity by standard, as shown on the following page.

## Individual Student Progress: Expanded Screens for Each Common Core State Standard, And for Actual Student Game Responses

In the first screen below, scores are reported by standard and are based on any activity—main, support, and/or challenge—completed to date that addresses that standard.

**EXPLICIT AND IMPLICIT (RI 8.1)** CL

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as inferences drawn from the text.

DAY 1			
	MAIN	Support	Challenge
<b>Activity #1</b>	How to Attract Teens to TSN-2 <span style="background-color: #90ee90; padding: 2px;">33% Correct</span>	Hire Khalil Bridges As Spokesperson <span style="background-color: #90ee90; padding: 2px;">100% Correct</span>	

ACTIVITY READABILITY LEVEL	CUMULATIVE % CORRECT
MAIN	<div style="width: 33%; background-color: #90ee90; border: 1px solid #ccc;"></div> 33%
Support	<div style="width: 100%; background-color: #90ee90; border: 1px solid #ccc;"></div> 100%
Challenge	<div style="width: 0%; background-color: #90ee90; border: 1px solid #ccc;"></div> 0%

This row indicates the type of activity—main, support, or challenge—a student completed and the percent of items correct on each.

Activity answers like this one can be found by clicking on the TEACHER MATERIAL button from the Home Screen. Answers for all activities are available for reference.

In a previous market analysis, TSN-2 wanted to get three kinds of data about teens: how often they played sports, watched sports on TV, and spent on sports. Drag the flags onto the passages that address the same topic, then click Done.

**Ages 11-13\***

Only 16% of this age group reports playing sports regularly. On average, these tweens and teens watch 20.3 hours of TV per week. This includes programs of all kinds, not just sports. They usually watch their shows on a TV set. They spend almost the same amount of time playing video games. Still, the typical teen in this group spends \$55 annually on sports-related products, mainly on official team clothing such as caps or shirts.

**Ages 14-16\***

Teens in this group watch TV programs on an actual television, but they also watch on a smartphone, laptop computer, or tablet. Of the 25.9 total hours of television they watch in a typical week, about one third is spent watching on these devices. Forty-three percent play sports at least twice a month, and a surprising 20% report playing a favorite sport four or more times per week. Not surprisingly, the favorite sport most often turned out to be basketball. Each year, these teens spend an average of \$310 on sports products, including equipment and sports videos as well as clothing.

- 3/3 Time Spent Watching TV
- 3/3 Percent Who Regularly Play Sports
- 3/3 Dollars Spent Per Year on Sports

## Class Progress: Main Screen

The first screen you see when you click **SEE HOW YOUR CLASS IS DOING** gives you information on the percent of the program completed, on average, by the class, as well as the percent of students sent to challenge or support activities. You get the same type of information as in the individual student reports, but summarized for your whole class, to give you a quick snapshot of your class progress in real time.

In the column labeled **% OF CLASS THAT HAS COMPLETED EACH DAY**, click on the **START** button any time you wish to stop or start class use of *TSN-2*. You will want to use this at the end of each class period so students do not work on *TSN-2* at home, and again at the start of the next class period. (By returning to individual student screens, you can do the same to adjust the progress of students who are far ahead or behind their classmates.)

This main screen, like the individual student main screen, is the gateway to all detailed CCSS information for your class. Click on **EXPAND**, and then **SHOW REPORT** to expand that section and view the detailed information.

CLASS	% OF CLASS THAT HAS COMPLETED EACH DAY	SUPPORT/CHALLENGE	EXPAND REPORT
The Boys <a href="#">EDIT</a>	STARTED DAY 1: 50% DAY 2: 0% DAY 3: 0% DAY 4: 0% DAY 5: 0%	44% CHALLENGE 56% SUPPORT	EXPAND +
asdf <a href="#">EDIT</a>	STARTED DAY 1: 0% DAY 2: 0% DAY 3: 66% DAY 4: 0% DAY 5: 0%	50% CHALLENGE 50% SUPPORT	EXPAND +
	STARTED DAY 1: 0% DAY 2: 0% DAY 3: 0% DAY 4: 0% DAY 5: 0%	0% CHALLENGE 0% SUPPORT	
	STARTED DAY 1: 0% DAY 2: 0% DAY 3: 0% DAY 4: 0% DAY 5: 33%	0% CHALLENGE 100% SUPPORT	EXPAND +
	STARTED DAY 1: 0% DAY 2: 0% DAY 3: 0% DAY 4: 0% DAY 5: 0%	0% CHALLENGE 0% SUPPORT	EXPAND +
Tuesday Madness <a href="#">EDIT</a>	STARTED DAY 1: 0% DAY 2: 0% DAY 3: 0% DAY 4: 0% DAY 5: 0%	0% CHALLENGE 0% SUPPORT	EXPAND +

This represents one class using *TSN-2*.

This shows the average overall progress of the class over the full five quests or days of work.

Click these buttons at anytime to 1) freeze the game and prevent students from playing outside of class; 2) unfreeze the game to allow students to play again.

This shows the percent of students sent to challenge or support activities throughout the entire game.

Click **EXPAND +** to see a more detailed report for the class.

## Class Progress: Expanded Screens for Common Core State Standards Progress

The expanded class view provides information about class performance on all four CCSS in one place, including:

- the average amount of time the class spent on each activity each day; and
- the cumulative number of activities completed and percent correct by standard, for each activity type (main, support, and/or challenge).

In the first screen, scores are organized by CCSS and include any activity within the five days that addresses that standard. Data on the percent correct answers appears on the screen and where relevant, how the student did on the challenge or support activities.

Click EXPAND to see a more detailed report for a specific CCSS. Click COLLAPSE to return to the class overview, per standard.

This indicates the average percent correct for the class.

This indicates the average percent correct for the class.

### EXPLICIT AND IMPLICIT (RI 8.1)

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

DAY 1			
	MAIN	Support	Challenge
<b>Activity #1</b>	How to Attract Teens to TSN-2	Hire Khalil Bridges As Spokesperson	Abby's Show Idea
	<b>50% Correct</b>	<b>33% Correct</b>	<b>100% Correct</b>
<b>Activity #3</b>	Summary Competitive Analysis	Time to Choose	E-mails to the Editor
	<b>91% Correct</b>	<b>50% Correct</b>	<b>88% Correct</b>
<b>Activity #4</b>			

## Printing

You may choose to view or print student work from the Teacher Dashboard.

To view your student's work, go to the name of the activity with the writing prompt and click "View Answers."

The screenshot shows a teacher dashboard for a student named Walker Charles (Gold Hiker 842). The dashboard includes a 'DAILY PROGRESS' section with progress bars for five days (Day 1: 33%, Days 2-5: 0%) and 'VIEW SNAPSHOT' buttons for each day. Below this is the 'STUDENT CONTENT' section with buttons for 'DAY 1' through 'DAY 5'. A list of activities is shown, including 'How to Attract Teens to TSN-2', 'Hire Khalil Bridges As Spokesperson', and 'Everyone's Ideas', each with a 'VIEW ANSWERS' button. A modal window is open for the 'HOW TO ATTRACT TEENS TO TSN-2' activity, showing details like 'Day: 1', 'Activity Type: White Board Jam', 'Level: Main', 'Play Time: 39 Seconds', and 'Percent Correct: 33% \*'. It also displays the student's answer for the prompt: 'Sports social media site' (correct, green bar with checkmark), 'TSN-2 athletic scholarships across the country' (incorrect, red bar with X), and 'Invite teens on show to report on sports' (incorrect, red bar with X). A 'PRINT' button is visible in the top right of the modal window.

View what a student has done or click on the PRINT button for a copy to be made.

Note About Quest 5 Pilot Pitch: It would enhance students' experience of writing their pitch if you printed out their completed storyboards from Quest 4. Having these on hand will help them decide on which scenes they might want to highlight when pitching their sports site to Susan Blake, President of TSN-2.



**Jackson Rice**

It's quitting time, Boss. Great work on solving the TSN-2 teen viewership problem. I can't wait to see the promo for your pilot show.



Back to Room

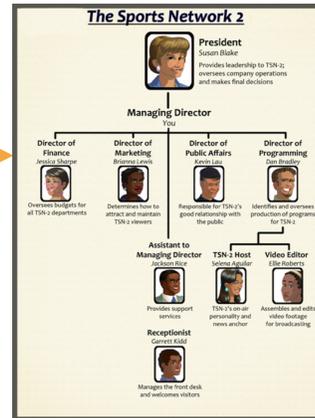
# Student Handouts

Students can refer to these three handouts as they play *TSN-2*:



**TSN-2 Introductory Tutorial**  
Here *TSN-2* receptionist Garrett Kidd explains the very basics of navigating in *TSN-2*. He gives a somewhat more detailed tutorial at the beginning of Quest 1.

**TSN-2 Staff Organizational Chart**  
This chart will help remind students who works at *TSN-2*, what their roles are, and who reports to whom.



**TSN-2 Office Layout**  
If students ever don't know how to get somewhere in the office, this floor plan will guide them.

You can give this certificate to students who successfully complete *TSN-2*:



## TSN-2 Introductory Tutorial

Question: What's with the green arrow above your head?

### GARRETT KIDD



The green arrow means I have something important to tell you. In fact, I'm telling you something important right now!

Objects can have green arrows too if you're suppose to use them. It's pretty cool.

In the game, you'll see a "Back" button, like this,

Back

on the lower right, where it says "page 1" here. If you want to stop talking to me in the game, you can just click "Back" to leave me at any time.



Page 1

Question: What if there is a word being used that I don't understand?

### GARRETT KIDD

If anyone uses a word that you don't understand, take your mouse and roll over the word to see the definition like this on the word rollover.

rollover  
[n] (computing term) the act of using your mouse to move the cursor (arrow) over a word or graphic so that text or an image appears at that point: [v] to rollover

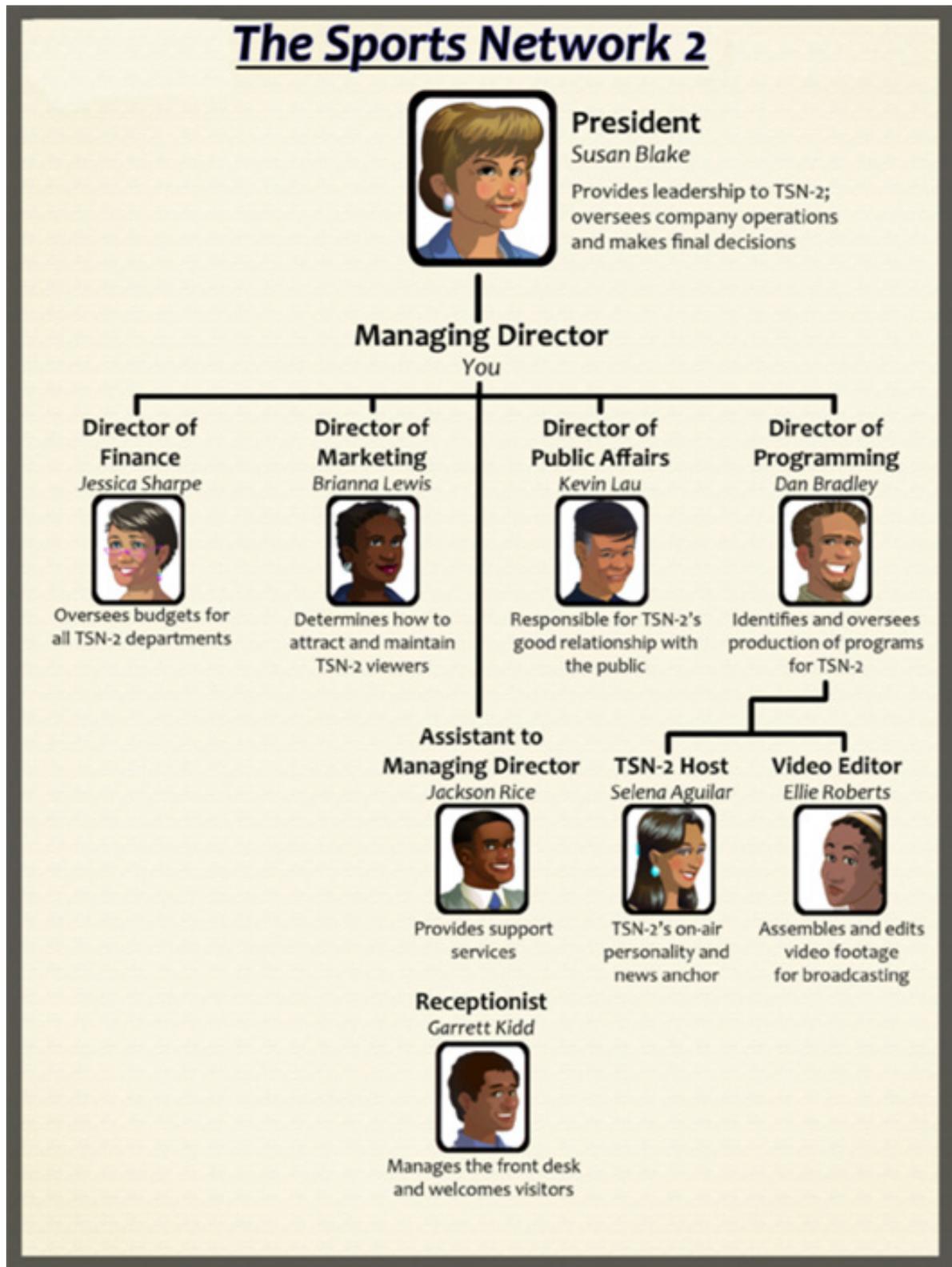
Sometimes you'll run across words you don't understand, but when you roll your mouse over them no definitions will come up.

So if you click a word and no definition appears, pay close attention to the words and phrases that surround it. They can give you a clue as to the word's meaning.



Page 2

## TSN-2 Organizational Chart



## TSN-2 Office Layout



### Other Locations Outside of Office:

- Basketball Court
- Skateboard Park
- Track and Field Park

## TSN-2 Certificate of Completion

