

# **Pequannock Township School District**

## **Curriculum Syllabus**

### *History of Sports & American Society - Elective* *Grades 9, 10, 11, & 12*

## **Course Description:**

Sports and sporting events in the United States influence and have been influenced by society in the United States since its inception. Definitions of sport vary throughout time but mirror circumstances in the country. Using sports as an entry point to study United States' history allows students to see changes and evolution in the country in a different light and a more relatable manner. The ideals and beliefs of the country as well as unfortunate situations and policies will be examined through the lens of sports in the United States. Sports play a giant role in contemporary society worldwide.

Students will investigate and explore many different areas within sport beginning by defining sport, and examining the roles money, politics, race, gender, culture, and commercialization play on our society. The course will explore the history of American sports and themes common to many eras. Students will investigate the history of specific sports and their effects on society, key people in the sporting culture, controversial issues including cheating and steroid use, as well as current sport events. Students will look inward during discussions of the changing landscape of high school and collegiate sports. Throughout this course students will embark on these discoveries through many methods including research, writing, class discussion, debate, group activities, analysis, critical thinking, comparing and contrasting, simulations and project based work. Students will be asked to question ideas and conventional wisdom and discuss key questions to understand how American society shaped events in sport and how sport helped American society to evolve.

## **Course Standards:**

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

NJSLS	New Jersey Student Learning Standards
6.1.12.D.2.d	Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.
6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
6.1.12.D.13.c	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
6.1.12.D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
6.1.12.D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
6.1.12.A.16.a	Examine the impact of media and technology on political and social issues in a global society.
6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
6.1.12.D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.3.12.A.2	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.2.12.C.9	Analyze the correlation between personal and financial behavior and

	employability.
6.2.12.A.3.d	Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.D.5.d	Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.
6.2.12.A.6.b	Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.c	Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.
6.2.12.A.6.d	Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.C.6.a	Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.2.12.C.6.b	Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
6.2.12.C.6.c	Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

6.2.12.D.6.a	Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.
--------------	--

## Scope and Sequence

<u>Unit Name</u>	<u>Unit Pacing</u>
Unit 1: Sports in Our Lives	Unit 1 Pacing: 6 weeks
Unit 2: Movers and Shakers Begin to Break Boundaries	Unit 2 Pacing: 3 weeks
Unit 3: Controversial Sports Issues	Unit 3 Pacing: 4 weeks
Unit 4: Rivalries in Sports	Unit 4 Pacing: 4 weeks
Unit 5: Olympic Games	Unit 5 Pacing: 3 weeks

## Assessments

Evaluation of student achievement in this course will be based on the following:

- a. In this course students will be required to produce a series of different assessments to demonstrate their understanding of the content and their mastery of specific skills. Throughout this course students will embark on these discoveries through many methods including research, writing, class discussions, debates, group activities, analysis, critical thinking, comparing and contrasting, simulations and project based work. Students will be asked to question ideas and conventional wisdom and discuss key questions to understand how American society shaped events in sport and how sport helped American society to evolve.

## Curriculum Resources

### Anchor Programs/Teacher Materials

#### Unit 1:

→ Title XI:

[http://ic.galegroup.com/ic/suic/ReferenceDetailsPage/ReferenceDetailsWindow?disableHighlighting=false&displayGroupName=Reference&currPage=&scanId=&query=&docIndex=&source=&prodId=SUIC&search\\_within\\_results=&p=SUIC&mode=view&catId=&u=pomp28940&limiter=&display-query=&displayGroups=&contentModules=&action=e&sortBy=&documentId=G ALE%7CEJ3048400223&windowstate=normal&activityType=BasicSearch&failOverType=&commentary=](http://ic.galegroup.com/ic/suic/ReferenceDetailsPage/ReferenceDetailsWindow?disableHighlighting=false&displayGroupName=Reference&currPage=&scanId=&query=&docIndex=&source=&prodId=SUIC&search_within_results=&p=SUIC&mode=view&catId=&u=pomp28940&limiter=&display-query=&displayGroups=&contentModules=&action=e&sortBy=&documentId=G ALE%7CEJ3048400223&windowstate=normal&activityType=BasicSearch&failOverType=&commentary=)

→ Gender Wage Gap:

[http://ic.galegroup.com/ic/suic/NewsDetailsPage/NewsDetailsWindow?disableHighlighting=false&displayGroupName=News&currPage=&scanId=&query=&docIndex=&source=&prodId=SUIC&search\\_within\\_results=&p=SUIC&mode=view&catId=&u=pomp28940&limiter=&display-query=&displayGroups=&contentModules=&action=e&sortBy=&documentId=G ALE%7CA451567184&windowstate=normal&activityType=BasicSearch&failOverType=&commentary=](http://ic.galegroup.com/ic/suic/NewsDetailsPage/NewsDetailsWindow?disableHighlighting=false&displayGroupName=News&currPage=&scanId=&query=&docIndex=&source=&prodId=SUIC&search_within_results=&p=SUIC&mode=view&catId=&u=pomp28940&limiter=&display-query=&displayGroups=&contentModules=&action=e&sortBy=&documentId=G ALE%7CA451567184&windowstate=normal&activityType=BasicSearch&failOverType=&commentary=)

→ Parent Misconduct: <https://issues.abc-clio.com/Topics/Display/1822863?sid=1822868&cid=143&subId=1822863&useConcept=False>

→ Video: ESPN 30 for 30: The Dotted Line

→ Video: Movie: Friday Night Lights

→ Video: Two-A-Days

### Unit 2:

→ Video: ESPN 30 for 30: You Don't Know Bo

→ Video: Movie: 42

→ Video: Movie: Glory Road

→ Video: Movie: Remember the Titans

→ Current Events

### Unit 3:

→ Documentary: The Dark Side

→ Documentary: The Other Side of Brazil's World Cup

→ Article: For Kids In Sports, Parents Must Play Well Too:

[http://ic.galegroup.com/ic/suic/AudioDetailsPage/AudioDetailsWindow?disableHighlighting=false&displayGroupName=Audio&currPage=&scanId=&query=&docIndex=&source=&prodId=SUIC&search\\_within\\_results=&p=SUIC&mode=view&catId=&u=pomp28940&limiter=&display-query=&displayGroups=&contentModules=&action=e&sortBy=&documentId=G ALE%7CA298876805&windowstate=normal&activityType=BasicSearch&failOverType=&commentary=#](http://ic.galegroup.com/ic/suic/AudioDetailsPage/AudioDetailsWindow?disableHighlighting=false&displayGroupName=Audio&currPage=&scanId=&query=&docIndex=&source=&prodId=SUIC&search_within_results=&p=SUIC&mode=view&catId=&u=pomp28940&limiter=&display-query=&displayGroups=&contentModules=&action=e&sortBy=&documentId=G ALE%7CA298876805&windowstate=normal&activityType=BasicSearch&failOverType=&commentary=#)

→ Article: Sports gambling in U.S.: Too prevalent to remain illegal?:

→ [https://www.washingtonpost.com/sports/sports-gambling-in-us-too-prevalent-to-remain-illegal/2015/02/27/f1088e4c-b7d3-11e4-9423-f3d0a1ec335c\\_story.html?utm\\_term=.d727733ea835](https://www.washingtonpost.com/sports/sports-gambling-in-us-too-prevalent-to-remain-illegal/2015/02/27/f1088e4c-b7d3-11e4-9423-f3d0a1ec335c_story.html?utm_term=.d727733ea835)

→ Article: Proposed bill would allow states to decide whether to legalize sports

gambling: <https://www.usatoday.com/story/sports/2017/05/26/proposed-bill-would-allow-states-decide-legalize-sports-gambling/102183338/>

#### **Unit 4:**

- Video: ESPN 30 For 30: “Roll/Tide War Eagle Documentary”
- Video: ESPN 30 For 30: “I Hate Christian Laettner”
- Video: ESPN 30 for 30: “Catholics vs. Convicts”
- Video: Battle of Tobacco Road:  
<https://www.youtube.com/watch?v=WiZpRi2PvVw>
- Video: On the Road: One of sport's' most bitter rivalries helps boy beat cancer:  
<https://youtu.be/JLWhLHpgB9c>
- Video: Rivalry Social Experiment:  
<https://www.youtube.com/watch?v=PbcJ1cI5adE>
- Article: “Out of Bounds”  
[http://www.tolerance.org/sites/default/files/general/Out\\_of\\_Bounds.pdf](http://www.tolerance.org/sites/default/files/general/Out_of_Bounds.pdf)

#### **Unit 5:**

- Videos: Miracle, “What Would Ryan Lochte Do”
- Social Media Accounts of Famous Olympic Athletes
- Official Olympic Website: <https://www.olympic.org>
- IOC Mission Statement:  
[https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/General/E-N-Olympic-Charter.pdf#\\_ga=2.184638113.987434177.1498689856-275067851.1498689856](https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/General/E-N-Olympic-Charter.pdf#_ga=2.184638113.987434177.1498689856-275067851.1498689856)
- Article: Boycotts & The Olympics:  
<http://news.bbc.co.uk/2/hi/europe/7334362.stm>
- Article: Should the Olympic Games have a permanent home?:  
<https://newsela.com/articles/olympics-hosts-procon/id/20673/>
- Article: Does Hosting the Olympics Actually Pay Off?:  
<https://www.nytimes.com/2014/08/10/magazine/does-hosting-the-olympics-actually-pay-off.html>
- Article: How has Social Media changed the Olympic Games??:  
<https://later.com/blog/how-social-media-changed-the-olympics-and-rio-2016/>
- Blog Post: The Olympics: a grand tale of hope, scandals, Nazi propoganda, and corporatization: <https://rudywensblog.com/2012/07/28/the-olympics-a-grand-tale-of-marathon-scandals-nazi-propaganda-and-corporatization/>

## **Home and School Connection**

The following are suggestions and/or resources that will help parents support their children:

- Discussions
- Sports watching

