

## Curriculum Map and Pacing Guide

**Course Title:** History of Sport

**Grade:** 9-12

<b>Unit (Name/Number):</b> Unit 1 - History of Sports and Society	<b>Pacing:</b> September; 2-3 Weeks
<b>Essential Question(s):</b> What is Sport? How have sports helped shape culture? What are the major differences between sports then and sports now?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning <small>(Assessments; Performance Tasks)</small>
<ol style="list-style-type: none"> <li>1. Role of Sports and Society</li> <li>2. Foundation of Sports</li> <li>3. Modern Sports</li> </ol>	<p>Gathering and Using Evidence</p> <p>Chronological Reasoning</p> <p>Geographic Reasoning</p> <p>Key Ideas and Concepts</p>	<ul style="list-style-type: none"> <li>• Ancient Olympic Games</li> <li>• Modern Era Olympic Games</li> <li>• Boycott</li> <li>• Protest</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will be introduced to key concepts in sports including the distinctions between play, games, and sports.</li> <li>2. Primary and Secondary Sources</li> <li>3. Videos</li> <li>4. Internet Sources</li> </ol>	<p>Multiple Choice Exams</p> <p>Essay Exams</p> <p>Quiz</p> <p>Writing Assessments</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Current Events</p> <p>Project Based Assessments</p>

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<b>Unit (Name/Number):</b> Unit 2 – Politics and Sports	<b>Pacing:</b> September – October; 2-3 Weeks
<b>Essential Question(s):</b> Do politics have a role in the development of sports? What are the major differences between amateur and pro athletes? How has the rise of intercollegiate sports influenced society? What influence has sport and competition had on society?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning <small>(Assessments; Performance Tasks)</small>
<ol style="list-style-type: none"> <li>1. Nationalism/Social Messages</li> <li>2. Role of the Amateur vs Pro</li> <li>3. Rise of Intercollegiate Sport</li> <li>4. Growth of American team sport and competition</li> </ol>	<p>Gathering and Using Evidence</p> <p>Chronological Reasoning</p> <p>Geographic Reasoning</p> <p>Key Ideas and Concepts</p>	<ul style="list-style-type: none"> <li>• Nationalism</li> <li>• Amateur</li> <li>• NBA</li> <li>• ABA</li> <li>• CBA</li> <li>• Intercollegiate</li> <li>• NCAA</li> <li>• NFL/AFL</li> <li>• NHL</li> <li>• MLB</li> <li>• USFL</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will explore the globalization of sports and the relationship between sports and politics.</li> <li>2. Primary and Secondary Sources</li> <li>3. Videos</li> <li>4. Internet Sources</li> </ol>	<p>Multiple Choice Exams</p> <p>Essay Exams</p> <p>Quiz</p> <p>Writing Assessments</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Current Events</p> <p>Project Based Assessments</p>

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<b>Unit (Name/Number):</b> Unit 3 – Race, Discrimination, and Sports	<b>Pacing:</b> October; 2-3 Weeks
<b>Essential Question(s):</b> Have sports acted as a conduit for change in society? What is the link between sports and race? How has society changed because of sport?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning <small>(Assessments; Performance Tasks)</small>
<ol style="list-style-type: none"> <li>1. Sport and Social Issues</li> <li>2. Sport, Ethnicity, and the quest for equality</li> <li>3. Sports and the Civil Rights Movement</li> </ol>	<p>Gathering and Using Evidence</p> <p>Chronological Reasoning</p> <p>Geographic Reasoning</p> <p>Key Ideas and Concepts</p>	<ul style="list-style-type: none"> <li>• Jim Crow Laws</li> <li>• Segregation</li> <li>• Color and Ethnicity Barrier</li> <li>• Discrimination</li> <li>• Civil Rights</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will understand race and race relations in sports, including the history of African Americans in sports.</li> <li>2. Primary and Secondary Sources</li> <li>3. Videos</li> <li>4. Internet Sources</li> </ol>	<p>Multiple Choice Exams</p> <p>Essay Exams</p> <p>Quiz</p> <p>Writing Assessments</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Current Events</p> <p>Project Based Assessments</p>

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<b>Unit (Name/Number):</b> Unit 4 - Gender in Sports	<b>Pacing:</b> November; 2-3 Weeks
<b>Essential Question(s):</b> What events have coincided with the rise of women in sports? Who were some of the most influential women in sport throughout history?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning <small>(Assessments; Performance Tasks)</small>
<ol style="list-style-type: none"> <li>1. The Origin of Title IX</li> <li>2. The rise of women in sports</li> <li>3. Women and professional sports</li> </ol>	<p>Gathering and Using Evidence</p> <p>Chronological Reasoning</p> <p>Geographic Reasoning</p> <p>Key Ideas and Concepts</p>	<ul style="list-style-type: none"> <li>• Title IX</li> <li>• WNBA</li> <li>• AAGPBL</li> <li>• Women’s Soccer and Equal Pay Lawsuit</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will understand women and the gender barrier in sports.</li> <li>2. Primary and Secondary Sources</li> <li>3. Videos</li> <li>4. Internet Sources</li> </ol>	<p>Multiple Choice Exams</p> <p>Essay Exams</p> <p>Quiz</p> <p>Writing Assessments</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Current Events</p> <p>Project Based Assessments</p>

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<b>Unit (Name/Number):</b> Unit 5 – Business, Economics, and Sports	<b>Pacing:</b> December; 2-3 Weeks
<b>Essential Question(s):</b> What impact does business play in sports? How are professional sports linked to the economy? How has sports influenced the economy?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning <small>(Assessments; Performance Tasks)</small>
<ol style="list-style-type: none"> <li>1. Role of Business in sport</li> <li>2. Linking the economy to professional sports</li> <li>3. Impact of sports on the local; state; national; and global economy</li> </ol>	<p>Gathering and Using Evidence</p> <p>Chronological Reasoning</p> <p>Geographic Reasoning</p> <p>Key Ideas and Concepts</p>	<ul style="list-style-type: none"> <li>• Commercialization</li> <li>• Endorsements</li> <li>• Free agency</li> <li>• Collective Bargaining Agreements (CBA) and Unions</li> <li>• Anti-trust</li> <li>• College Portal</li> <li>• Name, Image, and Likeness (NIL) Supreme Court Decision</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will understand the growth of the multibillion-dollar business of sports including video games, apparel, licensing, court decisions, and other forces.</li> <li>2. Primary and Secondary Sources</li> <li>3. Videos</li> <li>4. Internet Sources</li> </ol>	<p>Multiple Choice Exams</p> <p>Essay Exams</p> <p>Quiz</p> <p>Writing Assessments</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Current Events</p> <p>Project Based Assessments</p>

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<b>Unit (Name/Number):</b> Unit 6 – The Impact and Role of Sports in the US	<b>Pacing:</b> December – January; 2-3 Weeks
<b>Essential Question(s):</b> Why is cheating so rampant in sports today (use of performance enhancing drugs, etc.)? Are we making athletes safer?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning <small>(Assessments; Performance Tasks)</small>
<ol style="list-style-type: none"> <li>1. Sports and cheating</li> <li>2. Concussion epidemic</li> <li>3. Impact of sports on today's society</li> </ol>	<p>Gathering and Using Evidence</p> <p>Chronological Reasoning</p> <p>Geographic Reasoning</p> <p>Key Ideas and Concepts</p>	<ul style="list-style-type: none"> <li>• Doping/Steroids/PEDs</li> <li>• Human Growth Hormone (HGH)</li> <li>• Chronic Traumatic Encephalopathy (CTE)</li> <li>• Concussion</li> <li>• Gambling</li> <li>• Fantasy Sports</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will understand sports as a cultural driver – doping/steroids, legal issues, concussion concerns</li> <li>2. Primary and Secondary Sources</li> <li>3. Videos</li> <li>4. Internet Sources</li> </ol>	<p>Multiple Choice Exams</p> <p>Essay Exams</p> <p>Quiz</p> <p>Writing Assessments</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Current Events</p> <p>Project Based Assessments</p>

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<b>Unit (Name/Number):</b> Unit 7 – Sports, Popular Culture, Influential, Famous, and Infamous Athletes and Sports Personalities	<b>Pacing:</b> January; 2-3 Weeks
<b>Essential Question(s):</b> What impact do athletes have on society and in the life of everyday citizens? Should athletes be looked upon as role models?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning <small>(Assessments; Performance Tasks)</small>
<ol style="list-style-type: none"> <li>1. Sports Icons and Villains</li> <li>2. Role Models?</li> </ol>	<p>Gathering and Using Evidence</p> <p>Chronological Reasoning</p> <p>Geographic Reasoning</p> <p>Key Ideas and Concepts</p>	<ul style="list-style-type: none"> <li>• Famous vs Infamous</li> <li>• Popular Culture</li> <li>• Role Model</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will understand how enduring icons and villains of sport have an impact on society</li> <li>2. Primary and Secondary Sources</li> <li>3. Videos</li> <li>4. Internet Sources</li> </ol>	<p>Multiple Choice Exams</p> <p>Essay Exams</p> <p>Quiz</p> <p>Writing Assessments</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Current Events</p> <p>Project Based Assessments</p>