Sports History

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Sports History		
Course Title:	Sports History		
Prerequisite(s):	N/A		
Course Description: *Program of Studies*	This course examines the history of sports as both a reflection of and a catalyst for change in society. Students will trace the origins of modern sports, analyzing how media and popular culture have shaped the public's perception of athletes and athletic events. The course explores the role of sports in major social movements, highlighting how athletes and organizations have challenged inequality and advocated for justice. Students will investigate the commercialization of sports, exploring its impact on leagues, athletes, and fans, as well as emerging trends such as eSports and gambling. Finally, the global dimension of sports will be explored, including the intersection of athletics, politics, and international relations. Through case studies, discussion, and research, students will gain a deeper understanding of the powerful relationship between sports and society in both domestic and global contexts.		
Course Essential Questions:	● To what extent are sports a reflection and driver of domestic and global change? ● How have sports reflected and influenced societal values, identities, and conflicts? ● In what ways have athletes and sporting events contributed to social and political change? ● How has the commercialization and professionalization of sports impacted society? ● What role do sports play in international relations and global culture?		

Course Enduring Understandings:	• Sports both reflect and influence social, cultural, and political values in the United States and globally, shaping identities and attitudes over time. • Developments in media and technology have transformed how people experience, understand, and react to sports, amplifying the societal impact of athletes and sporting events. • Sports provide a powerful platform for individuals and groups to challenge inequality, advocate for justice, and promote broader social change in national and international contexts. • Sports play a significant role in international relations, raising important questions about ethics, cooperation, and the use of sports for political and economic purposes on the world stage.	
Duration: **Credit:**	☑ Semester ☐ Full-Year	☑ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	Access to credible news sources and historical newspapers through Proquest Gale Databases: World History in Context, Biographies, Pop Culture Studies, Communications and Mass Media ABC-Clio Databases: Modern World History, Issues, Daily Life Through History, US History *30 for 30* Documentary Series	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1:** Introduction to Sports and Society (~2-3 weeks) **Unit 2:** Social Movements and Sports (~5-6 weeks) **Unit 3:** Commercialization and Professionalization (~4-5 weeks) **Unit 4:** Sports in a Global Context (~5-6 weeks)	

Unit Number and Title:	**Unit 1:** Introduction to Sports and Society
Duration:	~2-3 weeks
Resource(s):	Access to credible news sources and historical newspapers through Proquest Gale Databases: World History in Context, Biographies, Pop Culture Studies, Communications and Mass Media ABC-Clio Databases: Modern World History, Issues, Daily Life Through History, US History *30 for 30* Documentary Series
Unit Overview:	This unit explores the origins and evolution of modern sports in the United States. Students will examine how the rise of mass media, including television and social media, has shaped sports culture and the public's perception of athletes. Iconic sports figures and their influence on American values and identity will be highlighted. The unit also addresses the role of sports in reflecting and shaping American popular culture. By the end, students will understand the mutual influence between sports, media, and society.
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.His.5.b. Analyze how developments in multimedia shaped the perspectives of individuals and groups in the 20th century (e.g., comic books, communication technologies, film, propaganda, public service announcements, radio). MW.Civ.5.b. Evaluate the role of various media platforms such as television, newspapers, and social media in shaping reactions to events (e.g., Vietnam War, Tiananmen Square, fall of the Berlin Wall, Arab Spring, Russo-Ukrainian War, 2016 and 2020 U.S. Presidential Elections). US.His.5.b. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era (e.g., Beat Generation, Rock and Roll, Motown, Jazz, Hippies, television sitcoms, Hollywood films).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 3: Evaluating Sources and Using Evidence M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources. M.W.Inq3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
Essential Question(s):	How have sports and media together shaped American culture and identity?
Enduring Understanding(s):	● Sports and media are deeply intertwined, shaping each other and public perception. ● Athletes can become symbols, influencing society beyond the field. ● The evolution of sports mirrors shifts in American identity and values.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● how the development of modern sports has influenced American culture and identity ○ racial integration of baseball ○ Super Bowl I

	○ Title IX ● how media and technology have shaped public perceptions of sports and athletes ○ launch of ESPN ○ viral social media sports clips ○ legalizing of sports betting ○ *The Last Dance* ○ *Drive to Survive* ○ NILs ● key athletes and describe their impact on popular culture and society ○ Jackie Robinson ○ Muhammad Ali ○ Billie Jean King ○ Michael Jordan ○ Serena Williams ● the role of sports in shaping and reflecting societal values and trends ○ Paralympics ○ US Women's World Cup Win in 1999 ○ NBA Bubble ○ Black Lives Matter ● how sports and media together influence reactions to major events and public opinion ~~(~~ ○ "Miracle on Ice" ○ post-9/11 return of sporting events ○ Colin Kaepernick ○ Simone Biles **Skills:** (Students will be able to…) ● analyze how media and technology have shaped public perceptions of sports, athletes, and major sporting events. ● evaluate the impact of key athletes on popular culture and society, and explain how their influence reflects broader societal values and trends.

	● assess how sports and media together shape public opinion and societal reactions to major events and cultural shifts. ● analyze how historical contexts shaped and continue to shape people's perspectives. ● summarize primary and secondary sources. ● evaluate the validity and credibility of primary and secondary sources. ● utilize a variety of evidence to create a thesis, including a claim and a line of reasoning. ● identify and apply relevant and specific evidence to support a historically accurate subclaim.

Unit Number and Title:	**Unit 2:** Social Movements and Sports
Duration:	~5-6 weeks
Resource(s):	Access to credible news sources and historical newspapers through Proquest Gale Databases: World History in Context, Biographies, Pop Culture Studies, Communications and Mass Media ABC-Clio Databases: Modern World History, Issues, Daily Life Through History, US History *30 for 30* Documentary Series
Unit Overview:	The unit explores the experiences of marginalized groups, including racial and ethnic minorities and women, within the world of sports. Key historical events, athlete activists, and the fight for civil rights and equality will be examined. Students will analyze how sports have both challenged and perpetuated social inequalities. The unit emphasizes the ongoing role of athletes and organizations in advocating for justice and inclusion.
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.Civ.12.a. Investigate how different groups have struggled to gain freedom, equality, and social justice at the national and international levels (e.g., Nelson Mandela, Ho Chi Minh, Kwame Nkrumah, Indian National Congress). MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy). US.His.4.a. Analyze complex and interacting factors that influenced the strategies for Black social and economic progress in the late 19th and early 20th centuries (e.g., Booker T. Washington, W.E.B. Du Bois, Ida B. Wells, Mary Townsend Seymour). US.His.1.h. Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyperconsumerism, racial tension, women's empowerment, and the Cold War

	CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance). CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c: determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 3: Evaluating Sources and Using Evidence M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources. M.W.Inq3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
Essential Question(s):	How have athletes and sports challenged or reinforced social inequalities and driven social change?
Enduring Understanding(s):	● Sports have been both arenas of discrimination and platforms for equality. ● Athlete activism has shaped public debates and policies.

	● Participation in sports can both reinforce and break down social barriers.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● how different groups have used sports as a platform to pursue freedom, equality, and social justice both nationally and internationally ○ 1968 Olympic Games ○ Special Olympics ○ 1995 South African Rugby World Cup team ○ Other examples ● athletes and sports organizations that have promoted human rights through various strategies in historical and contemporary contexts ○ Muhammad Ali ○ LeBron James ○ Megan Rapinoe ○ Other contemporary examples ● how black athletes and sports institutions have played significant roles in advancing Black social and economic progress in American history ○ Negro Leagues Baseball ○ Jesse Owens ○ 1966 Texas Western basketball championship ○ Bill Russell ○ Allyson Felix ● sports and popular culture have both reflected and shaped trends such as consumerism, racial tension, and women's empowerment ○ Michael Jordan ○ Caitlin Clark ○ Ilona Maher ○ Other contemporary examples ● how advocacy and activism within sports have addressed social problems in the United States and around the world

	○ Colin Kaepernick ○ Olympic Protests in China ○ Protests against Qatar World Cup ○ Other contemporary examples **Skills:** (Students will be able to…) ● analyze how different groups and athletes have used sports to pursue freedom, equality, and social justice nationally and internationally. ● evaluate the strategies used by athletes and sports organizations to promote human rights and address social problems in historical and contemporary contexts. ● assess the roles of athletes, sports institutions, and popular culture in advancing marginalized groups' social and economic progress, and shaping trends like consumerism, racial tension, and women's empowerment. ● analyze how historical contexts shaped and continue to shape people's perspectives. ● summarize primary and secondary sources. ● evaluate the validity and credibility of primary and secondary sources. ● utilize a variety of evidence to create a thesis, including a claim and a line of reasoning. ● identify and apply relevant and specific evidence to support a historically accurate subclaim. ● generate closed and open-ended questions that guide exploration and deepen understanding of complex historical, social, economic, and political issues.

Unit Number and Title:	**Unit 3:** Commercialization and Professionalization
Duration:	~4-5 weeks
Resource(s):	Access to credible news sources and historical newspapers through Proquest Gale Databases: World History in Context, Biographies, Pop Culture Studies, Communications and Mass Media ABC-Clio Databases: Modern World History, Issues, Daily Life Through History, US History *30 for 30* Documentary Series
Unit Overview:	This unit examines the transformation of sports into a major business enterprise. Students will explore the rise of professional leagues, the impact of media rights and sponsorships, and the evolving role of college athletics. Legal challenges such as athlete compensation and recent court cases will be discussed. The influence of commercialization on fan experience and athlete behavior will be analyzed. Students will also consider new trends like eSports and sports gambling, evaluating their implications for the future.
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.His.5.b. Analyze how developments in multimedia shaped the perspectives of individuals and groups in the 20th century (e.g., comic books, communication technologies, film, propaganda, public service announcements, radio). MW.Civ.5.b. Evaluate the role of various media platforms such as television, newspapers, and social media in shaping reactions to events (e.g., Vietnam War, Tiananmen Square, fall of the Berlin Wall, Arab Spring, Russo-Ukrainian War, 2016 and 2020 U.S. Presidential Elections). CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well-being of society (e.g., Bill of Rights, Supreme Court cases). CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c: determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources. M.W.Inq3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
Essential Question(s):	How has the commercialization of sports impacted athletes, fans, and society as a whole?
Enduring Understanding(s):	● Commercialization has transformed the landscape of sports at all levels. ● Media and sponsorships drive much of the growth in modern sports. ● Legal and ethical questions surrounding athlete compensation continue to evolve.
Learning Goal(s): *Students will know and will be able to use their learning*	**Content:** (Students will know…) ● how the rise of professional sports has transformed American culture and contributed to the

to: (Content/ Skills)	development of major leagues ○ MLB ○ NFL ○ NBA ○ WNBA ○ NHL ○ NWSL ● how the media and sponsorships have significantly influenced the popularity, economics, and public perception of professional and college sports ○ the Superbowl ○ NCAA March Madness broadcasts ○ Wheaties box ○ College Game Day ○ 1992 Dream Team ● how changes in college sports, including athlete compensation and new legal decisions, reflect evolving debates about individual rights and the business of sports ○ Title IX ○ Name Image & Likeness (NIL) ○ *O'Bannon v. NCAA* ● Emerging sports and shifting audience dynamics are redefining the landscape and future of sports ○ eSports tournaments ○ Professional Lacrosse League ○ WNBA ● Gambling and other commercial interests have created new opportunities and challenges in the professionalization of sports ○ legalized sports betting ○ fantasy sports **Skills:** (Students will be able to…)

	● analyze how the rise of professional and emerging sports, media, and sponsorships have shaped American culture, major leagues, and audience dynamics. ● evaluate the impact of college sports changes (including athlete compensation, legal decisions, and business interests) on individual rights and the sports industry. ● assess how commercial interests, including gambling and eSports, are creating new opportunities and challenges in the evolving landscape of professional sports. ● analyze how historical contexts shaped and continue to shape people's perspectives. ● summarize primary and secondary sources. ● evaluate the validity and credibility of primary and secondary sources. ● utilize a variety of evidence to create a thesis including a claim and a line of reasoning. ● identify and apply relevant and specific evidence to support an historically accurate subclaim. ● generate closed and open-ended questions that guide exploration and deepen understanding of complex historical, social, economic, and political issues.

Unit Number and Title:	**Unit 4:** Sports in a Global Context
Duration:	~5-6 weeks
Resource(s):	Access to credible news sources and historical newspapers through Proquest Gale Databases: World History in Context, Biographies, Pop Culture Studies, Communications and Mass Media ABC-Clio Databases: Modern World History, Issues, Daily Life Through History, US History *30 for 30* Documentary Series
Unit Overview:	Students will study the international dimensions of sports, focusing on the Olympics and other major global competitions. The unit investigates how sports are used to promote political agendas, foster international cooperation, and sometimes mask social or ethical issues ("sportswashing"). Case studies, such as South Africa's use of sports during apartheid, will be explored in depth. Global challenges like doping, corruption, and the role of international organizations will be examined. By the end, students will understand how sports influence and are influenced by global events and politics.
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States). MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism). US.His.14.e. Evaluate the impact of foreign policy and military intervention in upholding the United States' founding ideals during the Cold War (e.g., Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization, Warsaw Pact, Korea, Cuba, Chile, Vietnam). US.His.2.b. Assess the US response to human rights violations around the world (e.g., genocide, support for free elections, sanctions, humanitarian aid, funds for human rights organizations).

	CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the-vote campaigns, conscious consumerism). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry MW.Inq.1.c: determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence M.W.Inq.3.a: Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection of credible sources. M.W.Inq3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed). DIMENSION 4: Communicating Conclusions and Taking Informed Action MW.Inq.4.a.Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. MW.Inq.4.b Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure). MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
Essential Question(s):	How do international sporting events reflect and influence global politics and relations?
Enduring Understanding(s):	● International sports influence global politics and diplomacy. ● Sporting events can be used for both positive change and propaganda. ● Ethical challenges in global sports remain complex and ongoing.

Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the modern Olympic Games have been a stage for global cooperation, political expression, and international controversy ○ 1936 Berlin Olympics ○ 1968 Mexico City Olympics ○ 1972 Munich Olympics ○ 1980 Moscow Olympics ○ IOC formed Refugee Olympic Team in 2016 ● international sports events can influence diplomatic relations and serve as tools for countries to promote or challenge political, economic, and social agendas. ○ Ping Pong Diplomacy ○ 1976 Montreal Olympics ○ 1984 Los Angeles Olympics ○ 1992 Barcelona Olympics ○ 2014 Sochi Olympics ○ 2008 and 2022 Beijing Olympics ○ Other contemporary examples ● sports have been used both to confront and to hide global issues such as human rights violations, corruption, and unethical practices, or "sportswashing" ○ 1936 Berlin Olympics ○ 2008 Beijing Olympics ○ 2022 FIFA World Cup Qatar ○ Other contemporary examples ● how sports can be used to address or resist social and political problems at the national and international level ○ Cold War Olympic non-participation ○ Apartheid South African Olympic ban ○ Wimbledon Russian Athlete Ban ○ Trans Gender Athlete bans ○ Other contemporary examples

	● How doping, corruption, and ethical challenges in sports reveal the complex relationship between international organizations, national interests, and global cooperation ○ Russian state-sponsored doping scandal ○ 2015 FIFA Corruption scandal ○ Other contemporary examples **Skills:** (Students will be able to…) ● analyze how the modern Olympic Games and international sports events influence diplomacy, political expression, and global controversies. ● evaluate how countries use sports to promote or challenge political, economic, and social agendas, including addressing or resisting global issues. ● assess the impact of doping, corruption, and ethical challenges in sports on international cooperation, organizational integrity, and national interests. ● analyze how historical contexts shaped and continue to shape people's perspectives. ● summarize primary and secondary sources. ● evaluate the validity and credibility of primary and secondary sources. ● utilize a variety of evidence to create a thesis including a claim and a line of reasoning. ● identify and apply relevant and specific evidence to support a historically accurate subclaim. ● generate closed and open-ended questions that guide exploration and deepen understanding of complex historical, social, economic, and political issues.