

History of Sports

Students will gain historical knowledge about the historical origins and development of various sports in America as well as worldwide major political, social, cultural, economic, and intellectual concepts throughout the chronological history of sports. Our historical study will focus on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural and political forces that are at work in the United States as well as the world. In addition, students will understand why and how sports have become a popular cultural phenomenon. We will examine the historical context as well as the significance of gender, race, ethnicity and social class. Students will also begin to recognize the influence that commercialization has within the sports world. We will do our historical investigation through readings, primary sources, audio and visual materials, research based individual and collaborative based projects and as well as class discussion. We will unlock the mystery "hold" that sport has on the American public through analysis and discussion.

Desired Results (Stage 1)

Established Competencies

See below for rubrics

Students will be able to...

- 1.1: Analyze the structure, functions, and role the sport of study has on the political, social, cultural, and economic world
- 1.2: Demonstrate effect research writing and critical analysis of primary sources
- 1.3: Exhibit an understanding of why and how each sport of study came to be and assess how it become a popular cultural phenomenon
- 1.4: Demonstrate effective public speaking, presentation and discussion skills

Acquisition

<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Origins of Sports (Olympics, ancient games, etc.) 2. American Past times the game of baseball 3. Games of Gentlemen: how class affects sports 4. Lure of Football (college & professional) 5. Sweet Science (boxing in the 20s and 30s) 6. Hardwood (college & professional basketball) 7. Journey of the African American Athlete (discrimination, 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Terminology used in the discussion of sports • Sport concepts through oral and written formats • Analyzing primary sources for context and tone • Public speaking
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<p>etc.)</p> <ol style="list-style-type: none"> 8. Women sports (discrimination & progress) 9. Sports during the war years 10. Commercialization of sports 11. New England sports history 12. Defining the impact and role of sport in America 	<ul style="list-style-type: none"> • Sports influence on the social, economic, cultural and political world • Communication strategies that facilitate retention of information and gaining of new knowledge from peers • Analyzing statistics, data, historical information presented in class to develop and communicate explanations for impact of sport(s) on the social, economic, cultural, or political world • Researching specific sport information and analyzing it to develop explanations for various patterns such as gender, race, social class. • Research writing as it will be a learning tool in class (i.e. reflections, research essays, summarizing, research reports, notebooks) • Connecting prior knowledge to new information to help in understanding sport concepts • Individual written projects • Collaboration with peers to use technology to compile and produce projects • Creating and giving multi-media presentations • Using the Internet as an effective research tool
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Evidence (Stage 2)	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • 6+1 Writing rubric for written work • TRHS Research Rubric for all research type 	<p>Students will demonstrate their knowledge by passing various quizzes, tests, projects, individual writing assignments, and class discussion based assessments</p> <p>Demonstrate competency in communication by using correct terminology, expressing ideas clearly, writing</p>

<ul style="list-style-type: none"> • projects and individual research assignments • Summative Quizzes and tests • Discussion Rubric 	<p>cohesive essays, presenting ideas and information in visual and multi-media presentations</p> <p>Demonstrate competency in technology by researching, creating, and presenting, projects, papers, and multi-media presentations</p>

1.1: Analyze the structure, functions, and role each sport of study has on the political, social, cultural, and economic world.

Category	Advanced	Effective	Developing	Novice
Role of Sports	Student can identify the structure, function, and role the sport of study has had on the political, social, cultural and economic world	Student can mostly identify the structure, function, and role the sport of study has had on the political, social, cultural and economic world	Student can somewhat identify the structure, function, and role the sport of study has had on the political, social, cultural and economic world	Student can minimally identify the structure, function, and role the sport of study has had on the political, social, cultural and economic world
Examples	Student can provide an example for all of the categories	Student can provide an example for most of the categories	Student can provide an example for some of the categories	Student can provide an example for little of the categories
Analysis	Student's analysis possess critical thinking and correctly connects the sport to the effect	Student's analysis mostly possess critical thinking and mostly connects the sport to the effect	Student's analysis somewhat possess critical thinking and somewhat connects the sport to the effect	Student's analysis minimally possess critical thinking and minimally connects the sport to the effect

1.2: Demonstrate effective use of research writing and critical analysis of primary sources

Research Writing: please see the TRHS Research Rubric

Primary Source Rubric: please see the following website for details:

<http://faculty.unctsu.edu/jibrooks/frms/rubricpsa.htm>

In the event that a discussion has a written component to it, we will use the TRHS 6+1 rubric

1.3: Exhibit an understanding of why and how the sport of study came to be and assess how it became a popular cultural phenomenon.

Category	Advanced	Effective	Developing	Novice
Why	Student can correctly identify why the sport of study has become popular	Student can mostly identify why the sport of study has become popular	Student can somewhat identify why the sport of study has become popular	Student can minimally identify why the sport of study has become popular
How	Student can correctly identify how the sport came to be popular	Student can mostly identify how the sport came to be popular	Student can somewhat identify how the sport came to be popular	Student can minimally identify how the sport came to be popular
Examples	Student can provide 3+ examples for each sport	Student can provide 2+ examples for each sport	Student can provide 1+ examples for each sport	Student can provide little to no examples for each sport

1.4: 1.4: Demonstrate effective public speaking, presentation and discussion skills

Public Speaking & Discussion Skills: please see the following website for details:

<http://www.tusculum.edu/research/documents/PublicSpeakingCompetencyRubric.pdf>

In the event that a discussion has a written component to it, we will use the TRHS 6+1 rubric