Board Approval Date:
Course Title: Sports and Society
Course Description: Students debate and discuss the impact of professional sports on American society in this course. Evaluating the "big business" of professional sports contrasted with the "joy of the game" and what it means to be an athlete in today's society.

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Period 1**	**Estimated Number of Blocks**	**Marking Period 2**
8	**Unit 1: Scholastic Sports** HighSchool and how it connects with our social spheres Education, Economy, Media, Family Youth impact Youth Injuries Specialization	7	**Unit 4: Gender Equity and Title IX** Female vs. Male Transgender History of Title IX
7	**Unit 2: A Historical Evolution of the Games** Past Cultures Throughout Time The Future	7	**Unit 5: Race and Ethnicity in Sports** Participation patterns among minorities Jackie Robinson Treatment of minorities Reform
7	**Unit 3: NCAA Sports** Scholarships Divisions Paid Athletes Commitment	8	**Unit 6: Sports and the Economy & Media** Tiered sports Payment breakdown Social Media Marketing

Stage 1 Desired Results
Unit Title #1: Sociology of Sports in the U.S.
Unit Summary: Scholarship awards have led to a greater specialization of youth sports in America. The dynamics of youth sports today has impacted the family unit both negatively and positively. High school and how it connects with our social spheres. Education, economy, media and family. Discuss the use of steroids in high school, college, and professional sports.
Unit Learning Targets
NJSLS Standards: 6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey. 6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship. 6.1.12.HistoryCC.16.b: 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. 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
Computer Science & Design Thinking *(CS & DT)***:** 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.1 a-e Write arguments focused on discipline-specific content.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. Does youth involvement in sports bring about social change within a society? 2. What impact do college scholarship awards have on youth sports? 3. In what ways does the media impact youth involvement in sports? 4. How does parental involvement impact youth competition? 5. What negative effects can sports have on athletes?	1. Society as a whole benefits from the youth getting involved and staying out of trouble. 2. Many students become goal driven to work hard to try to attain a scholarship. 3. Media coverage of sports celebrities gets more children involved in youth sports. 4. The more involved a parent is the more likely the child will continue to play in their youth. 5. Students and professional athletes sometimes make the wrong choices/
Students will know:	**Students will be able to:** *(Verb Bloom's Taxonomy)*
1. The benefits of playing youth sports on socializing and improvement of mental health. 2. The dedication and work ethic that must be put into receiving a scholarship. 3. The way that athletes celebrate and gain endorsements through the media leads kids to want to win and achieve their goals.	1. Compare why there has been an increased involvement in youth sports over the past several decades. 2. Examine the impact scholarships have on the involvement in youth sports. 3. Assess how the media influences ideals of winning, titles, and championship; and how it has trickled down to the youth level.

4. The sacrifices that an entire family has to make for the child to be involved in youth sports. 5. Athletes are sometimes willing to risk their health to get ahead.	4. Describe the various issues that families have to deal with when participating in youth sports. 5. Analyze the negative effects of steroid usage.

Stage 2 Assessment Evidence

Summative Assessments: Provide a list of specific assessments in the curriculum.
Unit Test - Sociology of Sports in the U.S.
Research Paper - Impact of Youth Sports

Formative Assessments: Provide a list of specific assessments in the curriculum.
Oral discussion
Journal entry
Media Advertisement

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12.EconNE.16.a: 6.1.12.Civics DP.14.a:	Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship. Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	• Students will recognize the 4 social spheres that sports connect too. ○ 1. Family ○ 2. Media ○ 3. Economy ○ 4 .Education	1 block

		● Read article on importance of sports in connection with families ● Students will discuss why sports are important to the community.	
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Impact of Youth Sports ● Students will read discuss how athletics is often put ahead of academics ● Students will view the video documentary *Big Time Losers*. An account of the current climate of big time college sports detailing football and basketball at the Division I level and how the business of these sports have compromised academic resources and integrity. ● Students will write an essay on the Impact of Youth Sports on Academics.	2 blocks
RST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	Specialization of sports in high school ● What do you consider to constitute a competitive sport? ● What characteristic should exist for a sport to be considered a sport as opposed to an activity?	1 block
6.1.12.HistoryCC.16.b:	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.	Parental impact on youth sports ● Students will debate “when is too young to start playing organized sports?”	1 block
6.1.12.Civics DP.14.a:	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	Steroid Use ● Students will read, discuss and take notes on the effects of steroids on the human body. Dangers of the drug as well as side effects. ● Students will view videos of super star female track athlete and multiple Gold medal winner Marion Jones who tested positive, lied under oath and did jail time. (ESPN 30 for 30 documentary.)	1 block

		• Students will complete a graphic organizer on her life and career now.	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Primary Sources Videos Articles	
Actively Learn • *The Kobe Legacy: Should the NBA let high school players skip college?* • *Why safely reopening high school sports is going to be difficult*	Scaffolded online texts with text tools and features.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - Google Classroom
  - Video documentary *Big Time Losers*
- Use of assisted technology
  - Google translate
- Use of prompts
  - When is too young to start playing organized sports?
  - What do you consider to constitute a competitive sport?
  - What characteristic should exist for a sport to be considered a sport as opposed to an activity?
- Modification of content and student products
  - Checklists
  - Extended time
  - Reduced Content
- Testing accommodations

- Modified assessments
- Extended time

Specific Strategies and Practices that Support Gifted & Talented Students:

- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
  - Putting themselves in the athletes place
  - When is too young to start playing organized sports?
  - What do you consider to constitute a competitive sport?
  - What characteristic should exist for a sport to be considered a sport as opposed to an activity?
- Interest-based content
  - Sports specific related
- Student-driven instruction
  - Class discussion topics
- Real-world problems and scenarios
  - Every day sports
  - Current events in sports

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - Student made graphic organizers and develop their writing
- Teacher modeling
  - Writing prompt samples
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google translate
- Think-pair-share
  - Individually, with a partner, as a class
- Cooperative learning groups
  - Projects
  - Peer editing

Stage 1 Desired Results

Unit Title #2: A Historical Evolution of the Games

Unit Summary: The Games influenced Ancient societies in a variety of ways. Sports continue to impact and shape cultures. Race relations and integration in America advanced through sports and how it has changed overtime.

Unit Learning Targets

NJSLS Standards:

6.1.12.HistoryCC.13.d: 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.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.

6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. In what ways have the origins of past civilizations impacted post industrial society? 2. How have sports shaped American culture and society? 3. In what ways were sports used to control the masses in Ancient Rome? 4. Did the early minority experience in professional sports have an impact on sports today?	1. Past civilizations have impacted our industrial society through the Roman and Greek games which have adapted over the years. 2. Sports have shaped and become the heart of American culture with baseball being its oldest and new trends taking off like UFC fighting. 3. Society was controlled by the sports throughout Ancient Rome because everyone was involved, participated or watched. 4. The poor treatment of minorities in professional sports have impacted sports today and inspired many of the changes to take place.
Students will know: 1. The different origins of all of the sports and how they have adapted and changed. 2. The benefits that sports have on a society and how it has shaped the American culture and way of life. 3. The ways in which a society depended on sports to connect them. 4. The specific laws and rules that have changed overtime to combat discrimination in profressional sports.	**Students will be able to:** *(Verb Bloom's Taxonomy)* 1. Assess how the games evolved into the sports we know today. 2. Appraise why we study sports in society by researching historical cultures and the relationship to sports in today's society. 3. Describe the motivations behind athletic competition. 4. Relate the Civil Rights Movement to integration in sports.

Stage 2 Assessment Evidence

Summative Assessments:
History of Sports Group Project and Presentation

Formative Assessments: Provide a list of specific assessments in the curriculum.

Graphic Organizer - sport vs. activity
Peer Evaluation
Oral Discussion

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.	• Assess the Munich Olympic tragedy of 1972 and how it relates to present day terrorism.	1 block
6.1.12.HistoryCC.12.e:	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War	• Examine the 1980 Olympic Hockey games and how they impacted the Cold War. • Evaluate the importance of the Ali vs. Foreman fight in 1972.	1 block

RH.9-10.1.
 	
RH.11-12.7.
	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
	
	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
		• Students will choose a historic culture to investigate
		• Students will work in cooperative learning groups to examine their chosen historic culture
		• Students will analyze the impact sports had on their historic culture.
		• Choices include, but are not limited to
		  ○ Ancient Greece
		  ○ Ancient Rome
		  ○ Renaissance
		  ○ Medieval Times
		  ○ Post-Industrial Era
		• Groups will present their findings
			2 blocks

6.1.12.HistoryCC.13.d:	Analyze the successes and failures of women's rights organizations, the American	• Trace the growth of female athletics as a result of the 1999 Women's World Soccer Cup.	1 block

6.1.12.HistoryCC.13.b: 6.1.12.HistorySE.14.a:	Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.		
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.	• Evaluate the impact of the 1968 Detroit Tigers Baseball World Championship.	1 block
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone	• Rules of the Games, Coliseum, Gladiators, Populist, Gods/Goddesses, Chivalry, Social Stratifications, Serfs, Peasants, Clergy, Nobles, Knights	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Primary Sources Videos Articles	

Actively Learn ● *First Refugee Olympic Team* ● *Big Ten schools will play fall football after all*	Scaffolded online texts with text tools and features.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - Google Classroom
- Use of assisted technology
  - Google translate
- Use of prompts
  - How did the 1980 Olympic Hockey Game impact the Cold War?
  - Why was the fight Ali vs. Foreman significant?
  - Why was the 1968 Detroit Tigers World Series significant?
- Modification of content and student products
  - Checklists
  - Extended time
- Testing accommodations
  - Modified assessments
  - Extended time

Specific Strategies and Practices that Support Gifted & Talented Students:

- Inquiry-based instruction
  - Students will choose a historic culture to investigate
- Independent study
- Higher-order thinking skills
  - Students will analyze the impact sports had on their historic culture.
- Interest-based content
  - Sports specific related
- Student-driven instruction

- Class discussion topics
- Real-world problems and scenarios
  - Every day sports
  - Current events in sports

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - Student made graphic organizers and develop their writing
- Teacher modeling
  - Teacher written samples
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google translate
- Think-pair-share
  - Individually, with a partner, as a class
- Cooperative learning groups
  - Projects
  - Peer editing

Stage 1 Desired Results
Unit Title #3: NCAA Sports
Unit Summary: Understanding the different types of scholarships and levels of competition in the NCAA. Discuss the commitment and time management skills needed to be a successful college athlete. Debate whether college athletes should be allowed to receive endorsements and discuss how it impacts universities differently.
Unit Learning Targets
NJSLS Standards: • 6.1.12.EconNE.6.a: 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.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for

various groups.

- 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society
- 6.1.12.EconEM.14.a:Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals
- 6.1.12.HistoryCC.16.b: 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.
RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. Should college athletes be paid or does it take away from the sport and fairness of competition? 2. What type of commitment does it take to play at the next level? 3. What are the benefits of playing college sports? 4. How do scholarships work?	1. Reasons that college athletes are now being offered endorsements and why some universities cannot compete. 2. The level of commitment that it takes to either be a Division I, Division II or Division III athlete and the differences. 3. The importance of team bonding and the social and problem solving skills that you experience. 4. Knowing the difference between a full scholarship, partial scholarship, or academic/athletic scholarship.
Students will know:	**Students will be able to:** *(Verb Bloom's Taxonomy)*
1. The impact that endorsements for college athletes have had on widening the gap between universities that have more money. 2. The difference of commitment level between the collegiate levels and what it takes to be successful at each level. 3. The benefits of playing college sports and how many employers prefer athletes over non athletes. 4. The different types of scholarships and how to apply/receive them.	1. Research the reasons that college athletes are now able to receive endorsements and determine whether they agree or disagree with it. 2. Compare and contrast the commitment level needed for the different collegiate level and discuss which level they would want to compete at if any. 3. Gather data or interview businesses and analyze the reasons why college athletes are team players and adapt well to the workforce. 4. Determine how many scholarships are generally provided per sport and explain why there are different numbers for each.

Stage 2 Assessment Evidence

Summative Assessments:
Unit Test - NCAA & Scholarships
Debate: Should college athletes be paid?

Formative Assessments:
Class Discussions

Reading Assessments
Writing Prompts

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.1.12.EconNE.6.a : 6.1.12.HistorySE.14.b 6.1.12.HistoryCC.16.b::	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals. Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals 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.	● Students will read ○ *I want a College Football Scholarship* ● Students will research the amount of money Division I schools give out for athletic scholarships ● Students will also research why Division III schools do not give out athletic scholarships.	1 block
9.4.12.IML.2:	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources	● Students will answer the question “what is a good graduation rate for athletes at the NCAA level?” ● Students will research the graduation rate of NCAA athletes at their favorite college. ● Students will present their findings	2 blocks
6.1.12.Civics DP.14.a: 6.1.12.HistoryCA.6.a:	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	● Students will read ○ *Should college student-athletes be paid? Both sides of the debate* ○ Students will split into two teams to research and debate the topic	2 blocks

6.1.12.EconET.14.b:	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups. Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society		
6.1.12.EconEM.14.a: 9.4.12.CT.2:	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey. Explain the potential benefits of collaborating to enhance critical thinking and problem solving	● Students will read ○ *The college recruitment game* ● Students will research what it means to commit to a NCAA team.	1 block
6.1.12.EconNE.16.a:	Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.	● Students will answer the question ○ How does technology and the media change the college recruitment game? ○ How does technology improve college athletics and academics?	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Primary Sources	Scaffolded texts and ELL texts online

Actively Learn ● *The college recruitment game* ● *I want a College Football Scholarship* ● *Should college student-athletes be paid? Both sides of the debate*	Scaffolded online texts with text tools and features.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - Google Classroom
  - Actively learn Articles
- Use of assisted technology
  - Google translate
- Use of prompts
  - What is a good graduation rate for athletes at the NCAA level?
  - Should college student-athletes be paid?
  - How does technology and the media change the college recruitment game?
  - How does technology improve college athletics and academics?
- Modification of content and student products
  - Checklists
  - Extended time
- Testing accommodations
  - Modified assessments
  - Extended time

Specific Strategies and Practices that Support Gifted & Talented Students:

- Inquiry-based instruction
  - What is a good graduation rate for athletes at the NCAA level?
  - Should college student-athletes be paid?
  - How does technology and the media change the college recruitment game?
  - How does technology improve college athletics and academics?

- Independent study
- Higher-order thinking skills
    - Putting themselves in the athletes place
    - Debate: Should college student-athletes be paid?
- Interest-based content
    - Sports specific related
- Student-driven instruction
    - Class discussion topics
- Real-world problems and scenarios
    - Every day sports

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
    - Student made graphic organizers and develop their writing
- Teacher modeling
    - Teacher written samples
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Think-pair-share
    - Individually, with a partner, as a class
- Cooperative learning groups
    - Projects
    - Peer editing

Stage 1 Desired Results
Unit Title #4: Gender Equity and Title IX
Unit Summary: Title IX has transformed women in sports. There is a dynamic relationship between the media and athletics. A broad spectrum of deviant behavior exists in athletics. Discuss whether transgender athletes should be able to compete in specific sporting events.
Unit Learning Targets
NJSLS Standards: 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal

opportunities (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).
6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking ***(****CS & DT****)*****:**

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:	**Unit Enduring Understandings:**

1. In what ways have athletic institutions been impacted by the passage of Title IX? 2. How has the media affected sports and vice versa? 3. Does deviant behavior impact sports? 4. Should transgender athletes be allowed to choose which gender team they want to play for?	1. The reasons that athletic institutions have had to change the sports they offer and the ways they distribute their money since Title IX was passed. 2. Media and sports have directly affected each other both positively and negatively. 3. Poor behavior in an athlete negatively impacts a team / sport / franchise. 4. Pros and cons of transgender athletes competing against males and females in college sports.
Students will know: 1. The rules and regulations that were put forth at colleges/universities and high school levels after Title IX was passed. 2. The major impacts that the media and sports have had on each other over the years and how technology has enhanced it. 3. The consequences that one athlete's behavior can do to a team or franchise. 4. The new rules and regulations and how they are continuing to change with transgender athletes.	**Students will be able to:** *(Verb Bloom's Taxonomy)* 1. Research how Title IX has impacted women sports overtime. 2. Compare and contrast how both media and sports have directly affected each other. 3. Create an advertisement showing how one athlete's negative attitude can affect the entire environment/team. 4. Construct an essay after researching transgender athletes and their experiences in their specific sport.

Stage 2 Assessment Evidence
Summative Assessments: Unit Test -Gender Equity and Title IX Marketing Campaign
Formative Assessments: Class Discussions Advertisement Commercial Essay

Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation***	***Timeframe***

		(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)	*(Days or Weeks)*
6.1.12.Civics DP.13.a: 6.1.12.CivicsPI.14.d:	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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). Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.	● Research the NCAA Title IX NCAA Rules Committee and how it has changed overtime. ● Research how Title IX has impacted the payment of athletes. ● Group Project: ○ Students will be the owners of a women's sports franchise. ○ Students will come up with ideas on how they will market this team so it can be respected in the sports world. ○ Students will present their marketing campaign.	2 blocks
6.1.12.HistoryCC.13.b:	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.	● Compare and contrast how both media and sports have directly impacted women in sports. ● Create an advertisement showing how one athlete's negative attitude can affect the entire environment/team. ● Students will read an article on the Womenś United States National soccer team and their lawsuit over USA soccer for equal pay.	2 block*s*
6.1.12.HistorySE.14.a:	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	● Construct an essay after researching transgender athletes and their experiences in their specific sport.	2 blocks

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*
Primary Sources Videos Articles	
Actively Learn ● *Supreme Court Expands Workplace Equality to LGBTQ Employees, But Questions Remain* ● *Girl Power: Title IX and Women in Sports* ● *NFL's Carl Nassib Came Out as Gay - It's a Big Deal* ● *Women Are Better Than Men at the Free Throw Line*	Scaffolded online texts with text tools and features.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - Google Classroom
- Use of assisted technology
  - Google translate
- Use of prompts
  - Teacher examples provided
- Modification of content and student products
  - Checklists
  - Extended time
- Testing accommodations
  - Modified assessments
  - Extended time

Specific Strategies and Practices that Support Gifted & Talented Students:

- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
    - Putting themselves in the athletes place
- Interest-based content
    - Sports specific related
- Student-driven instruction
    - Class discussion topics
- Real-world problems and scenarios
    - Every day sports

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
    - Student made graphic organizers and develop their writing
- Teacher modeling
    - Samples
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Think-pair-share
    - Individually, with a partner, as a class
- Cooperative learning groups
    - Projects
    - Peer editing

Stage 1 Desired Results
Unit Title #5: Race and Ethnicity in Sports
Unit Summary: Analyze the participation patterns among minorities throughout United States sports. Discuss the problems that minorities face as athletes in their specific sport such as Jackie Robinson. Evaluate the changes made over the last several decades in helping minorities in sports and determine what else needs to change in the future for minorities.

Unit Learning Targets
NJSLS Standards: 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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). 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals 6.1.12.HistoryCC.16.b: 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. 6.1.12.GeoPP.14.a: Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
Computer Science & Design Thinking ***(****CS & DT****)*****:** 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints
Interdisciplinary Connections

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:	**Unit Enduring Understandings:**
1. What changes have been made over the last several decades in helping minorities in sports? 2. What are specific problems that minorities face in their own sport? 3. How have minorities contributed to the American economy, politics and society? 4. How has the widening gap between the rich and the poor impacted minority athletes specifically?	1. The changes that have been made to help minorities in sports. 2. The different types of problems that minorities face in their specific sport. 3. The impact that minorities have had on the American economy, politics and society. 4. The socioeconomic status of minorities has put them at a disadvantage to start.
Students will know:	**Students will be able to:** *(Verb Bloom's Taxonomy)*
1. The different types of reform that have helped minorities over the last several decades. 2. All of the problems that minorities face in their specific sport. 3. The different ways in which minorities have helped improve the economy, politics and society in America. 4. The disadvantages that minorities face due to their socioeconomic status.	1. Research the changes that have been made over the last several decades in helping minorities in sports. 2. Create a list of all of the problems that minorities face in their own sport and propose solutions for their problems faced. 3. Discuss all of the different ways that minorities have contributed in terms of economy, politics and society in America. 4. Analyze the socioeconomic status of minorities and how the widening gap has hurt minority athletes even more.

Stage 2 Assessment Evidence

Summative Assessments:

Unit Test -Race and Ethnicity in Sports

Jackie Robinson Writing Prompt

Formative Assessments:
Class Discussions
Graphic organizer

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*

6.1.12.HistoryCA.14.b:
 	
6.1.12.HistorySE.14.a:
	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
	
	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
		• Discuss the problems that minorities face as athletes in their specific sport such as Jackie Robinson.
		  ○ Discuss the contributions Jackie Robinson made to the sport of baseball and how he broke all racial barriers.
		  ○ Students will view clips from the movie *42*
		  ○ Students will write why they felt Jackie Robinson was considered a Civil Rights activist
			1 block

6.1.12.Civics DP.13.a: 6.1.12.HistorySE.14.b:	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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). Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or	• Analyze the participation patterns among minorities throughout United States sports and the reasons for it.	2 blocks

	individuals		
6.1.12.HistoryCC.13.c:	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.	• Evaluate the changes made over the last several decades in helping minorities in sports and determine what else needs to change in the future for minorities. • Evaluate the usage of native Americans in the use of sports teams mascots and the reasons for the recent changes. • Complete a graphic organizer	2 blocks
6.1.12.HistoryCC.16.b:	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.	• Analyze the socioeconomic status of minorities and how the widening gap has hurt minority athletes even more.	1 block
6.1.12.GeoPP.14.a:	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.	• Analyze how migration patterns in New Jersey affect the sports world and makeup of fans in each region of the country.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Primary Sources Videos Articles	
Actively Learn • *Breaking Basketball's Color Barrier* • *Soccer Helps Refugee Kids Get a Shot at a Better Life* • *Sports Teams are Finally Scrapping Indigenous Mascots*	Scaffolded online texts with text tools and features.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - Google Classroom
  - Graphic organizer - Minorities in athletics
- Use of assisted technology
  - Google translate
- Use of prompts
  - Was Jackie Robisnon a civil rights activist?
- Modification of content and student products
  - Checklists
  - Extended time
- Testing accommodations
  - Modified assessments
  - Extended time

Specific Strategies and Practices that Support Gifted & Talented Students:

- Inquiry-based instruction
  - Evaluate the changes made over the last several decades in helping minorities in sports and determine what else needs to change in the future for minorities.
  - Evaluate the usage of native Americans in the use of sports teams mascots and the reasons for the recent changes.
- Independent study
- Higher-order thinking skills
  - Putting themselves in the athletes place
- Interest-based content
  - Sports specific related
- Student-driven instruction
  - Class discussion topics
- Real-world problems and scenarios
  - Every day sports
  - Analyze how migration patterns in New Jersey affect the sports world and makeup of fans in each region of the country.

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - Student made graphic organizers and develop their writing

- Teacher modeling
    - Samples
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Think-pair-share
    - Individually, with a partner, as a class
- Cooperative learning groups
    - Projects
    - Peer editing

Stage 1 Desired Results
Unit Title #6: Sports and the Economy and Media
Unit Summary: Discuss how both the economy and media have positively and negatively impacted sports in our country. Differentiate the discrepancies in payment not only in gender but also in sports. Analyze the impact that social media has on the players and society. Compare and contrast different companies' marketing schemes.
Unit Learning Targets
NJSLS Standards: 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy 6.1.12.CivicsPI.14.d:Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration. 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation. 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society 6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship. 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints

Interdisciplinary Connections

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

Unit Essential Questions:

1. How do franchises compete with each other?
2. How has the use of technology over the last several decades changed the way sports teams are run?
3. Why are certain sports/athletes paid a lot more money than other sports/athletes?
4. How does American culture correlate to American sports, economy and the media?

Unit Enduring Understandings:

1. The amount of money each franchise can use to sign more athletes.
2. The ways in which technology has changed how sports teams and athletes operate.
3. The factors that determine how much an athlete is paid for their specific sports team.
4. The connections of American culture with sports, economy and the media.

Students will know:

1. The different ways in which franchises compete with each other.
2. The technological advancements in sports and the media that have changed the ways sports teams financially are run.
3. The different ranges in salaries for each sport in terms of both male and female.

Students will be able to: *(Verb Bloom's Taxonomy)*

1. Research the top sports franchises and explain why they are so successful.
2. Analyze how technology has impacted the sports realm in how both teams and athletes operate daily.

4. The ways in which American culture correlates to sports, economy and the media and how they adapt to the wants of the country.	3. Compare and contrast the salaries of different athletes in the US and the world. 4. Explain the cause and effects of American culture in terms of American sports, economy and the media.

Stage 2 Assessment Evidence

Summative Assessments:
Unit Test - Sports and the Economy and Media
Essay - Compare & Contrast professional sports salaries

Formative Assessments:
Class Discussions
Cause & Effect of American Culture on sports

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
6.2.12.EconGE.6.c:	Relate the rise of the Internet and social media to global economy	• Discuss how both the economy and media have positively and negatively impacted sports in our country.	1 block
6.1.12.CivicsPI.14.d:	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.	• Differentiate the discrepancies in payment not only in gender but also in sports. • Write an essay to compare and contrast the salaries of different athletes in the US and the world.	1 block
6.1.12.CivicsPD.16.a:	Construct a claim to describe how media and technology has impacted civic participation and deliberation.	• Analyze the impact that social media has on the players and society.	2 blocks

6.1.12.EconET.14.b:	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society	• Compare and contrast different companies' marketing schemes. • Research the top sports franchises and explain why they are so successful.	2 blocks
6.1.12.EconNE.16.a:	Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.	• Analyze how technology has impacted the sports realm in how both teams and athletes operate daily.	1 block
6.1.12.HistoryUP.16.a:	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.	• Explain the cause and effects of American culture in terms of American sports, economy and the media.	1 block

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Primary Sources Videos Articles	
Actively Learn • *Osaka Deserves Compassion for Mental Health Illness*	Scaffolded online texts with text tools and features.

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
    - Google Classroom

- Use of assisted technology
    - Google translate
- Use of prompts
    - How has the economy and media positively and negatively impacted sports in our country?
    - Compare and contrast different companies' marketing schemes.
- Modification of content and student products
    - Checklists
    - Extended time
- Testing accommodations
    - Modified assessments
    - Extended time

Specific Strategies and Practices that Support Gifted & Talented Students:

- Inquiry-based instruction
    - Research the top sports franchises and explain why they are so successful.
    - Analyze how technology has impacted the sports realm in how both teams and athletes operate daily.
- Independent study
- Higher-order thinking skills
    - Putting themselves in the athletes place
    - Analyze the impact that social media has on the players and society.
- Interest-based content
    - Sports specific related
- Student-driven instruction
    - Class discussion topics
- Real-world problems and scenarios
    - Every day sports
    - Write an essay to compare and contrast the salaries of different athletes in the US and the world.

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
- Teacher modeling
    - Teacher written samples
- Pairing students with beginning English language skills with students who have more advanced English language skills
    - Google translate
- Think-pair-share

    - Individually, with a partner, as a class
- Cooperative learning groups
    - Projects
    - Peer editing