Wall Township Public Schools	Board Approval Date: August 23, 2022

Course Title: Sociology

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.

New Jersey Student Learning Standards

Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set forth in the New Jersey Student Learning Standards.

2020 New Jersey Student Learning Standards for Social Studies

Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards — Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K–12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;

- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Course Sequence & Pacing

Unit Title	Estimated Number of Instructional Periods
Unit 1- Scholastic Sports: This unit examines the role of youth and high school sports within American society and their connections to major social institutions. Students will explore how sports intersect with education, the economy, media, and family life, considering both the opportunities and challenges associated with athletic participation. The unit investigates the increasing specialization of youth sports, including the influence of college scholarships, competition, and expectations for athletic success. Students will analyze the positive and negative effects of youth sports on athletes and families, including physical health, injuries, time commitments, financial pressures, and social development. The unit will also examine the use of performance-enhancing substances, including anabolic steroids, in high school, college, and professional sports, considering their health, ethical, and societal implications.	8

Throughout the unit, students will apply a sociological perspective to understand how sports both influence and reflect broader social values, institutions, relationships, and expectations.	
Unit 2: A Historical Evolution of the Games- This unit examines the historical and cultural significance of sports and the ways athletics have influenced societies over time. Students will explore the role of organized games in ancient civilizations and analyze how sports have reflected and shaped the values, traditions, and identities of different cultures. The unit will trace the development of sports throughout history, with particular attention to their role in race relations and integration in the United States. Students will examine how athletes, teams, and sporting events have challenged racial barriers and contributed to broader social and cultural change. Throughout the unit, students will consider the past, present, and future of sports, evaluating how athletics continue to reflect changing cultural values, promote social change, and influence society.	7
Unit 3: NCAA Sports- This unit examines the structure of college athletics and the opportunities and responsibilities associated with becoming a collegiate student-athlete. Students will explore the different NCAA divisions, levels of competition, and types of athletic scholarships available to college athletes. The unit will examine the significant time commitment, academic expectations, training requirements, and time-management skills necessary to balance college academics and athletics successfully. Students will also investigate the evolving landscape of college sports, including Name, Image, and Likeness (NIL) opportunities and athlete compensation, and analyze differing perspectives on student-athletes receiving endorsements and other financial benefits. Throughout the unit, students will consider how these changes affect athletes, universities, athletic programs, and the broader culture and economics of college sports.	7
Unit 4: Gender Equity and Title IX- This unit examines the evolving role of gender in athletics and the ways social, legal, and cultural changes have shaped participation in sports. Students	7

will explore the history and impact of Title IX, including its role in expanding athletic opportunities for women and girls. The unit will analyze differences and disparities in men's and women's sports, including participation opportunities, resources, media coverage, representation, and public perception. Students will also examine contemporary discussions surrounding transgender participation in athletics, considering relevant policies, perspectives, and questions involving inclusion, eligibility, and competitive fairness. Throughout the unit, students will analyze the relationship between sports, gender, media, law, and society and consider how changing social expectations continue to influence the athletic landscape.	
Unit 5: Race and Ethnicity in Sports- This unit examines the experiences, participation, and contributions of racial and ethnic minorities throughout the history of American sports. Students will analyze patterns of inclusion, exclusion, segregation, and representation and explore the social and institutional barriers minority athletes have faced. Through the study of influential athletes such as Jackie Robinson, students will examine how individuals challenged discrimination and contributed to broader changes in sports and American society. The unit will also investigate reforms and changing attitudes toward diversity and inclusion in athletics over the past several decades. Throughout the unit, students will evaluate the progress that has been made while considering the challenges that remain in creating equitable opportunities, treatment, and representation in sports.	7
Unit 6: Sports and the Economy and Media- This unit examines the economic and media forces that shape sports and influence athletes, organizations, and society. Students will explore how sports are organized into different tiers and levels of popularity and profitability and analyze disparities in athlete compensation across sports and genders. The unit investigates the positive and negative influences of traditional and social media, including how media coverage can affect athletes' careers, public images, mental well-being, and relationships with fans. Students will also examine the business of sports by comparing marketing, advertising, sponsorship, and branding strategies used by different companies and athletic	8

organizations. Throughout the unit, students will analyze how money, media, marketing, and social influence have transformed sports into a major cultural and economic institution.	

Unit 1

Desired Results

Unit 1- Scholastic Sports

Unit Summary: Scholarship awards have led to a greater specialization of youth sports in America. The dynamics of youth sports today have 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.

Learning Standards

NJSLS:

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

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve

conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Learning Targets

Unit Essential Questions:

- Does youth involvement in sports bring about social change within a society?
- What impact do college scholarship awards have on youth sports?
- In what ways does the media impact youth involvement in sports?
- How does parental involvement impact youth competition?
- What negative effects can sports have on athletes?

Unit Enduring Understandings:

- Society as a whole benefits from the youth getting involved and staying out of trouble.
- Many students become goal driven to work hard to try to attain a scholarship.
- Media coverage of sports celebrities gets more children involved in youth sports.
- The more involved a parent is, the more likely the child will continue to play in their youth.
- Students and professional athletes sometimes make the wrong choices.

Vocabulary: Youth Sports, High School Athletics, Sports Specialization, Student-Athlete, Athletic Scholarship, Competition, Socialization, Social Institutions, Education, Economy, Media, Family, Family Dynamics, Peer Influence,

Youth Development, Athletic Identity, Teamwork, Sportsmanship, Physical Health, Mental Health, Youth Injuries, Overuse Injuries, Burnout, Training, Performance Pressure, Performance-Enhancing Drugs, Anabolic Steroids, Doping, Athletic Performance, Sports Ethics, College Athletics, Professional Sports, Media Influence, Economic Impact, Social Expectations, Role Models.

Students will be able to:

- Compare why there has been an increase in involvement in youth sports over the past several decades.
- Examine the impact scholarships have on the involvement in youth sports.
- Assess how the media influences ideals of winning, titles, and championships; and how it has trickled down to the youth level.
- Describe the various issues that families have to deal with when participating in youth sports.
- Analyze the negative effects of steroid usage.

Learning Activities & Differentiation:

- Students will recognize the 4 social spheres that sports connect to:
    - Family
    - Media
    - Economy
    - Education
- Read article on importance of sports in connection with families
- Students will discuss why sports are important to the community.
- 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 has compromised academic resources and integrity.
    - Students will write an essay on the Impact of Youth Sports on Academics.
- 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?
- Parental impact on youth sports
    - Students will debate “when is too young to start playing organized sports?”
- 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 superstar 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.)
    - Students will complete a graphic organizer on her life and career now.

Assessment Evidence

Formative Assessments:

Oral discussion

Journal entry

Media Advertisement

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

Core Instructional & Supplemental Materials

- 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

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:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

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It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 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 this has changed over time.

Learning Standards

NJSLS:
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

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Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

• In what ways have the origins of past civilizations impacted post-industrial society? • How have sports shaped American culture and society? • In what ways were sports used to control the masses in Ancient Rome? • Did the early minority experience in professional sports have an impact on sports today?	• Past civilizations have impacted our industrial society through the Roman and Greek games, which have adapted over the years. • Sports have shaped and become the heart of American culture, with baseball being its oldest and new trends taking off like UFC fighting. • Society was controlled by sports throughout Ancient Rome because everyone was involved, participated, or watched. • The poor treatment of minorities in professional sports has impacted sports today and inspired many of the changes to take place.
Vocabulary: Ancient Games, Athletics, Sports, Competition, Culture, Cultural Values, Cultural Identity, Tradition, Society, Social Change, Social Impact, Race Relations, Integration, Segregation, Desegregation, Racial Barriers, Equality, Inclusion, Diversity, Civil Rights, Discrimination, Social Justice, Representation, Athlete Activism, Protest, Advocacy, Role Model, Cultural Influence, Olympic Games, Amateur Sports, Professional Sports, Sportsmanship, Historical Context, Popular Culture, Media Influence, Globalization, Cultural Diffusion, Legacy, Social Progress, Future of Sports.	
Students will be able to: • Assess how the games evolved into the sports we know today. • Appraise why we study sports in society by researching historical cultures and the relationship to sports in today's society. • Describe the motivations behind athletic competition. • Relate the Civil Rights Movement to integration in sports.	
Learning Activities & Differentiation: • Assess the Munich Olympic tragedy of 1972 and how it relates to present-day terrorism.	

- Examine the 1980 Olympic Hockey games and how they impacted the Cold War.
- Evaluate the importance of the Ali vs. Foreman fight in 1972.
- 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
- Trace the growth of female athletics as a result of the 1999 Women's World Soccer Cup.
- Evaluate the impact of the 1968 Detroit Tigers Baseball World Championship Series.
- Rules of the Games, Coliseum, Gladiators, Populist, Gods/Goddesses, Chivalry, Social Stratifications, Serfs, Peasants, Clergy, Nobles, Knights

Assessment Evidence

Formative Assessments:

Graphic Organizer - sport vs. activity

Peer Evaluation

Oral Discussion

Summative Assessments:

History of Sports Group Project and Presentation

Core Instructional & Supplemental Materials

- The Real World: An Introduction to Sociology Edition 1
    - Chapter 2
- Chromebooks
- Document Camera
- Google Slides
- Google Docs
- Selected Articles
- Video Clips
- Graphic Organizers

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

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Unit 3

Desired Results

Unit 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.

Learning Standards

NJSLS:

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 perspectives 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

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Learning Targets

Unit Essential Questions:

- Should college athletes be paid or does it take away from the sport and fairness of competition?
- What type of commitment does it take to play at the next level?
- What are the benefits of playing college sports?
- How do scholarships work?

Unit Enduring Understandings:

- Reasons that college athletes are now being offered endorsements and why some universities cannot compete.
- The level of commitment that it takes to either be a Division I, Division II, or Division III athlete and the differences.
- The importance of team bonding and the social and problem-solving skills that you experience.
- Knowing the difference between a full scholarship, partial scholarship, or academic/athletic scholarship.

Vocabulary:

Students will be able to:

- Research the reasons that college athletes are now able to receive endorsements and determine whether they agree or disagree with it.

- Compare and contrast the commitment level needed for the different collegiate levels and discuss which level they would want to compete at, if any.
- Gather data or interview businesses and analyze the reasons why college athletes are team players and adapt well to the workforce.
- Determine how many scholarships are generally provided per sport and explain why there are different numbers for each.

Learning Activities & Differentiation:

- 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.
- 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
- 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
- Students will read
  - The college recruitment game
- Students will research what it means to commit to an NCAA team.
- Students will answer the question
  - How do technology and the media change the college recruitment game?
  - How does technology improve college athletics and academics?

Assessment Evidence

Formative Assessments:

Class Discussions
Reading Assessments
Writing Prompts

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

Core Instructional & Supplemental Materials

- Actively Learn
  - The college recruitment game
  - I want a College Football Scholarship
  - Should college student-athletes be paid? Both sides of the debate

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:
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Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 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.

Learning Standards

NJSLS:

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:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

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RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Learning Targets

Unit Essential Questions:

- In what ways have athletic institutions been impacted by the passage of Title IX?
- How has the media affected sports and vice versa?
- Does deviant behavior impact sports?
- Should transgender athletes be allowed to choose which gender team they want to play for?

Unit Enduring Understandings:

- 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.
- Media and sports have directly affected each other both positively and negatively.
- Poor behavior in an athlete negatively impacts a team/sport/franchise.
- Pros and cons of transgender athletes competing against males and females in college sports.

Vocabulary: Title IX, Gender Equity, Gender Equality, Athletics, Sex Discrimination, Equal Opportunity, Women's Sports, Men's Sports, Gender Representation, Gender Roles, Gender Stereotypes, Transgender Athlete, Gender Identity, Inclusion, Eligibility, Competitive Fairness, Athletic Participation, Athletic Opportunities, Media Representation, Media Coverage, Sports Media, Pay Equity, Resource Allocation, Athletic Scholarships, NCAA, Participation Rates, Discrimination, Bias, Diversity, Equity, Civil Rights, Federal Law, Compliance, Advocacy, Social Change, Deviant Behavior, Sportsmanship, Ethics in Sports.

Students will be able to:

- Research how Title IX has impacted women's sports over time.
- Compare and contrast how both media and sports have directly affected each other.
- Create an advertisement showing how one athlete's negative attitude can affect the entire environment/team.
- Construct an essay after researching transgender athletes and their experiences in their specific sport.

Learning Activities & Differentiation:

- Research the NCAA Title IX NCAA Rules Committee and how it has changed over time.
- 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.
- 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.
- Construct an essay after researching transgender athletes and their experiences in their specific sport.

Assessment Evidence

Formative Assessments:

Class Discussions

Advertisement Commercial

Essay

Summative Assessments:

Unit Test -Gender Equity and Title IX

Marketing Campaign

Core Instructional & Supplemental Materials

- 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

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:

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 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.

Learning Standards

NJSLS:

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***):**
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Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:** • The changes that have been made to help minorities in sports.

• What changes have been made over the last several decades in helping minorities in sports? • What are specific problems that minorities face in their own sport? • How have minorities contributed to the American economy, politics and society? • How has the widening gap between the rich and the poor impacted minority athletes specifically?	• The different types of problems that minorities face in their specific sport. • The impact that minorities have had on the American economy, politics and society. • The socioeconomic status of minorities has put them at a disadvantage to start.
Vocabulary: Minority Athletes, Participation Patterns, Representation, Diversity, Inclusion, Equity, Equality, Segregation, Integration, Desegregation, Discrimination, Racial Discrimination, Racial Barriers, Prejudice, Bias, Stereotypes, Civil Rights, Social Justice, Jackie Robinson, Color Barrier, Athletic Opportunity, Equal Opportunity, Access, Advocacy, Athlete Activism, Protest, Reform, Social Change, Role Models, Media Representation, Institutional Barriers, Sports Organizations, Professional Sports, Amateur Sports, Cultural Impact, Leadership, Inclusion in Sports.	
Students will be able to: • Research the changes that have been made over the last several decades in helping minorities in sports. • Create a list of all of the problems that minorities face in their own sport and propose solutions for their problems faced. • Discuss all of the different ways that minorities have contributed in terms of economy, politics and society in America. • Analyze the socioeconomic status of minorities and how the widening gap has hurt minority athletes even more.	
Learning Activities & Differentiation: • 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
- Analyze the participation patterns among minorities throughout United States sports and the reasons for it.
- 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
- Analyze the socioeconomic status of minorities and how the widening gap has hurt minority athletes even more.
- Analyze how migration patterns in New Jersey affect the sports world and makeup of fans in each region of the country.

Assessment Evidence

Formative Assessments:

Class Discussions

Graphic organizer

Summative Assessments:

Unit Test -Race and Ethnicity in Sports

Jackie Robinson Writing Prompt

Core Instructional & Supplemental Materials

- 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

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:

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Unit 6

Desired Results

Unit 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.

Learning Standards

NJSLS:

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

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Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do franchises compete with each other?	• The amount of money each franchise can use to sign more athletes. • The ways in which technology has changed how sports teams and athletes operate.

• How has the use of technology over the last several decades changed the way sports teams are run? • Why are certain sports/athletes paid a lot more money than other sports/athletes? • How does American culture correlate to American sports, economy and the media?	• The factors that determine how much an athlete is paid for their specific sports team. • The connections of American culture with sports, economy and the media.
Vocabulary: Tiered Sports, Sports Economy, Sports Industry, Revenue, Athlete Compensation, Pay Disparity, Pay Equity, Gender Pay Gap, Salary, Salary Cap, Contract, Endorsement, Sponsorship, Advertising, Marketing, Sports Marketing, Branding, Brand Recognition, Target Audience, Consumer, Consumerism, Merchandise, Ticket Sales, Media, Mass Media, Sports Media, Media Coverage, Social Media, Digital Media, Social Media Influence, Public Image, Athlete Branding, Influencer Marketing, Fan Engagement, Streaming, Broadcasting Rights, Ratings, Professional Sports, Amateur Sports, Marketability, Popularity, Profitability, Economic Impact, Media Bias.	
Students will be able to: • 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. • Compare and contrast the salaries of different athletes in the US and the world. • Explain the cause and effects of American culture in terms of American sports, economy and the media.	
Learning Activities & Differentiation: • 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. • Write an essay to compare and contrast the salaries of different athletes in the US and the world. • Analyze the impact that social media has on the players and society. • Compare and contrast different companies' marketing schemes.	

- 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.
- Explain the cause and effects of American culture in terms of American sports, economy and the media.

Assessment Evidence

Formative Assessments:

Class Discussions

Cause & Effect of American Culture on sports

Summative Assessments:

Unit Test - Sports and the Economy and Media

Essay - Compare & Contrast professional sports salaries

Core Instructional & Supplemental Materials

- Primary Sources
- Videos
- Articles
- Actively Learn
    - Osaka Deserves Compassion for Mental Health Illness

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

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Students at Risk of Failure

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