



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: SOCIAL STUDIES COURSE: HISTORY OF SPORTS IN AMERICAN CULTURE

Curriculum Development Timeline

School: Ocean Township High School
Course: History of Sports in American History
Department: Social Studies

Board Approval	Supervisor	Notes
July 2015	Stephen Sarles	Born Date
Dec 2017	John Bosmans	Revisions
Aug 2022	Michael Emmich	Alignment to New Standards & Incorporate State Standards

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Sporting Experiences in Colonial America, 1400-1750	11	American Sport and Social Change During the Progressive Era, 1890-1950
2	Sporting Experiences in Colonial America, 1400-1750	12	American Sport and Social Change During the Progressive Era, 1890-1950
3	Sports and Pastimes in American Revolutionary Era and Early National Period, 1750-1820	13	Sport, Heroic Athletes, and Popular Culture, 1920-1950
4	Sports and Pastimes in American Revolutionary Era and Early National Period, 1750-1820	14	Sport, Heroic Athletes, and Popular Culture, 1920-1950
5	Antebellum Health Reforms and Sports Forms, 1820-1860	15	Sports as TV Spectacle, Big Business and Political Site, 1950-1980
	Marking Period 2		Marking Period 4
6	Antebellum Health Reforms and Sports Forms, 1820-1860	16	Sports as TV Spectacle, Big Business and Political Site, 1950-1980
7	Rise of Rationalized and Modern Sport, 1850-1880	17	Globalized Sport, 1980-Present
8	Rise of Rationalized and Modern Sport, 1850-1880	18	Globalized Sport, 1980-Present
9	Rise of Rationalized and Modern Sport, 1850-1880	19	Globalized Sport, 1980-Present

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10	American Sport and Social Change During the Progressive Era, 1880-1950	20	Final Exams
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Amistad Mandate: Sports as TV Spectacle, Big Business and Political Site unit

Diversity, Equity, and Inclusion Mandate: American Sport and Social Change During the Progressive Era unit and Sports as TV Spectacle/ Big Business and Political Site unit/ Globalized Sport unit

Core Instructional & Supplemental Materials including various levels of Texts

Sports in American History: From Colonization to Globalization, ESPN Films 30 for 30 Documentaries, Library of Congress, Chicago Tribune, New York Times, Washington Post, 42, Google Classroom, Google Suite.

Time Frame	2 Weeks
Topic	
Sporting Experiences in Colonial America, 1400-1750	
Alignment to Standards	
<ul style="list-style-type: none"> • 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). • 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers. • 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. • 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. • 6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. • 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. 	

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Learning Objectives and Activities

Students will be able to:

- Explain how the concepts of sport in the pre-colonization period and the period of American colonial development differ from current or more recent concepts of sports.
- Describe some of the characteristics of Native American sport.
- Evaluate how religion affected the growth of sport in the early American colonies.
- Explain some of the similarities and differences between the sports played in various colonies.
- Define some sporting experiences of Americans in early colonial America.
- Measure the ways in which men and women of various groups of colonial Americans participated in sport and how sporting practices illustrated gender difference.

Assessments

Formative:

- Graphic Organizers
- Chapter Worksheets
- Chapter Notes
- Current Events
- Technological research activities.
- Chapter test
- Open ended responses

Summative:

- Unit Test

Benchmark:

-

Alternative:

- Flipped Classroom Presentations, Student Generated Google Slide Presentations

Interdisciplinary Connections

English Language Arts- NJSLA.R1, NJSLA.R2, NJSLA.R7, RH.11-12.1, RH.11-12.4, WHST.11-12.4.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 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.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment

Career Education

CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP11. Use technology to enhance productivity.

Time Frame

2 Weeks

Topic

Sports and Pastimes in American Revolutionary Era and Early National Period,

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1750-1820

Alignment to Standards

- **6.1.12.GeoGI.1.a:** Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- **6.1.12.HistoryCC.1.a:** Assess the impact of the interactions and conflicts between native groups and North American settlers.
- **6.1.12.GeoPP.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- **6.1.12.HistoryUP.2.b:** Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- **6.1.12.EconEM.2.c:** Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- **6.1.12.HistoryCA.2.a:** Research multiple perspectives to explain the struggle to create an American identity.

Learning Objectives and Activities

Students will be able to:

- Compile the role sport has in American culture during times of economic, political, or military conflict, as occurred during the American Revolutionary era.
- Explain why religious critics and preachers of the Great Awakening argue the need for American colonists to abstain from certain sports and activities.
- Describe the Enlightenment importance in promoting sport and physical education in the young nation, and who were some of the leaders in the promotion of sport for exercise.
- Explain differences in men's and women's sport and leisure activities during this period.
- Analyze why sporting activities seemed important in forging the new republic.

Assessments

Formative:

- Graphic Organizers
- Chapter Worksheets
- Chapter Notes
- Current Events
- Technological research activities.
- Chapter test

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- Open ended responses

Summative:

- Unit Test

Benchmark:

-

Alternative:

- Flipped Classroom Presentations, Student Generated Google Slide Presentations

Interdisciplinary Connections

English Language Arts- NJSLA.R1, NJSLA.R2, NJSLA.R7, RH.11-12.1, RH.11-12.4, WHST.11-12.4.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

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reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

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Career Education

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CRP11. Use technology to enhance productivity.

Time Frame

2 Weeks

Topic

Antebellum Health Reforms and Sports Forms, 1820-1860

Alignment to Standards

- **6.1.12.CivicsDP.3.a:** Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
- **6.1.12.HistoryUP.2.b:** Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- **6.1.12.EconEM.2.c:** Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- **6.1.12.CivicsPI.3.a:** Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- **6.1.12.EconGE.3.a:** Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- **6.1.12.HistoryCA.3.b:** Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

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- **6.1.12.HistoryCC.3.a:** Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Learning Objectives and Activities

Students will be able to:

- Compare the influence of journalism on attitudes about exercise and sport in the antebellum period and in the present period of the 21st century.
- Explain how exercise and sport form a focal point for many male and female antebellum health reformers during the decades of the 1820s through the 1850s
- Identify some of these reformers and compare their recommendations.
- Explain the ways in which rural and urban tensions influenced health and sport movements in the antebellum period.
- Describe the factors that affected the development of women's sport and physical education in antebellum American culture
- Distinguish how sport becomes part of the cultural experience of white Americans in the emerging middle class.

Assessments

Formative:

- Graphic Organizers
- Chapter Worksheets
- Chapter Notes
- Current Events
- Technological research activities.
- Chapter test
- Open ended responses

Summative:

- Unit Test

Benchmark:

-

Alternative:

- Flipped Classroom Presentations, Student Generated Google Slide Presentations

Interdisciplinary Connections

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English Language Arts- NJSLSA.R1, NJSLSA.R2, NJSLSA.R7, RH.11-12.1, RH.11-12.4, WHST.11-12.4.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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Time Frame	3 Weeks
Topic	
Rise of Rationalized and Modern Sport, 1850-1880	
Alignment to Standards	
<ul style="list-style-type: none">● 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.● 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.● 6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.	
Learning Objectives and Activities	
<p>Students will be able to:</p> <ul style="list-style-type: none">● Analyze how modern sport changes with advancements in athletic performance, competition, technology, and sporting organization.● Explain the factors that were critical to the shift from pre-modern to modern sport during the middle decades of the nineteenth century.● Discuss why certain groups of men and women affiliate with, and support, specific types of sports.● Compare why some sports develop as amateur pursuits, while others involve professionals.● Describe why baseball emerged in the mid-nineteenth century as an especially popular team sport in America.● Conclude how and why the first Intercollegiate sports developed.● Hypothesize why rowing was such a popular sport from 1850-1880.	
Assessments	
<p><u>Formative:</u></p> <ul style="list-style-type: none">● Graphic Organizers● Chapter Worksheets● Chapter Notes● Current Events● Technological research activities.● Chapter test● Open ended responses	

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Summative:

- Unit Test

Benchmark:

-

Alternative:

- Flipped Classroom Presentations, Student Generated Google Slide Presentations

Interdisciplinary Connections

English Language Arts- NJSLA.R1, NJSLA.R2, NJSLA.R7, RH.11-12.1, RH.11-12.4, WHST.11-12.4.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment

Career Education

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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame

3 Weeks

Topic

American Sport and Social Change During the Progressive Era, 1890-1950

Alignment to Standards

- **6.1.12.HistoryNM.5.a:** Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- **6.1.12.HistoryCC.5.a:** Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- **6.1.12.CivicsPR.6.a:** Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- **6.1.12.CivicsDP.6.a:** Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- **6.1.12.CivicsDP.6.b:** Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- **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.HistoryCC.6.b:** Explore factors that promoted innovation, entrepreneurship,

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and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period

- **6.1.12.EconNM.7.a:** Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
- **6.1.12.EconNE.9.b:** Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability
- **6.1.12.HistoryCA.9.a:** Explore the global context of the Great Depression and the reasons for the worldwide economic collapse
- **6.1.12.EconET.11.a:** Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
- **6.1.12.HistoryCC.11.c:** Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Learning Objectives and Activities

Students will be able to:

- Explain the process by which various immigrant ethnic groups were acculturated.
- Describe the role settlement houses play in the lives of women and ethnic immigrants.
- Discuss how interscholastic athletic programs become rationalized as part of the education curriculum.
- Explain in what ways sports liberate women.

Assessments

Formative:

- Graphic Organizers
- Chapter Worksheets
- Chapter Notes
- Current Events
- Technological research activities.
- Chapter test
- Open ended responses

Summative:

- Unit Test

Benchmark:

-

Alternative:

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- Flipped Classroom Presentations, Student Generated Google Slide Presentations

Interdisciplinary Connections

English Language Arts- NJSLA.R1, NJSLA.R2, NJSLA.R7, RH.11-12.1, RH.11-12.4, WHST.11-12.4.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.

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CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

Time Frame	2 Weeks
Topic	
Sport, Heroic Athletes, and Popular Culture, 1920-1950	
Alignment to Standards	
<ul style="list-style-type: none"> • 6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South. • 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods. • 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. • 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement). • 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. • 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.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period • 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I. • 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability • 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse • 6.1.12.EconET.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and 	

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- trade-offs and analyze the impact of the post-war shift back to domestic production.
- **6.1.12.HistoryCC.11.c:** Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Learning Objectives and Activities

Students will be able to:

- Explain why the United States needed heroes during the 1920s.
- Analyze why the Black Sox scandal is so devastating to the American psyche.
- Estimate how sports journalism changed since the 1920s.
- Describe how government agencies address the forced leisure of the Depression era.
- Discuss why the 1936 Olympics have great political significance.
- Explain in what ways did WWII affect the practice of sport.

Assessments

Formative:

- Graphic Organizers
- Chapter Worksheets
- Chapter Notes
- Current Events
- Technological research activities.
- Chapter test
- Open ended responses

Summative:

- Unit Test

Benchmark:

-

Alternative:

- Flipped Classroom Presentations, Student Generated Google Slide Presentations

Interdisciplinary Connections

English Language Arts- NJSLA.R1, NJSLA.R2, NJSLA.R7, RH.11-12.1, RH.11-12.4, WHST.11-12.4.

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Career Readiness, Life Literacies, and Key Skills

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
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 - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment

Career Education

CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
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Time Frame

2 Weeks

Topic

Home of the Spartans!
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Sports as TV Spectacle, Big Business and Political Site, 1950-1980

Alignment to Standards

- **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.
- **6.1.12.EconNE.12.a:** Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people
- **6.1.12.EconEM.12.a:** Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- **6.1.12.HistoryCC.12.d:** Explain how the development and proliferation of nuclear weapons affected international relations.
- **6.1.12.EconEM.13.a:** Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs)
- **6.1.12.EconNE.13.b:** Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- **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.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.HistoryUP.13.a:** Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement

Learning Objectives and Activities

Students will be able to:

- Compare the parallels that can be drawn between the 1920s and the 1950s in sport.
- Formulate how sports journalism changed from the 1920s to the 1980s.
- Explain how television affects sporting culture.
- Infer the economics of sport change after the introduction of television.
- Describe in what ways sport served a political function during the Cold War.
- Analyze how the social movement of the 1960s affected sport.
- Discuss the importance of the "Battle of the Sexes" in tennis with regard to challenging gender roles in sport and society.
- Discuss the various roles of Muhammad Ali as an agent of change in American society.

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- Explain how Title IX influences the relationships among sport, gender, and American culture.

Assessments

Formative:

- Graphic Organizers
- Chapter Worksheets
- Chapter Notes
- Current Events
- Technological research activities.
- Chapter test
- Open ended responses

Summative:

- Unit Test

Benchmark:

-

Alternative:

- Flipped Classroom Presentations, Student Generated Google Slide Presentations

Interdisciplinary Connections

English Language Arts- NJSLSA.R1, NJSLSA.R2, NJSLSA.R7, RH.11-12.1, RH.11-12.4, WHST.11-12.4.

- DBQ Analysis, Close Reading Strategies, Primary Source Analysis

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

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Time Frame	3 Weeks
Topic	
Globalized Sport, 1980-Present	
Alignment to Standards	
<ul style="list-style-type: none">• 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.	

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- **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.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.
- **6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- **6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- **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.CivicsPR.15.a:** Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
- **6.1.12.HistoryCC.15.c:** Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- **6.1.12.CivicsPD.16.a:** Construct a claim to describe how media and technology has impacted civic participation and deliberation
- **6.1.12.CivicsPR.16.a:** Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- **6.1.12.EconNE.16.b:** Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Learning Objectives and Activities

Students will be able to:

- Discuss how ESPN revolutionized sport.
- Analyze how globalization affects sporting practices.
- Compare the social and economic influences of Muhammad Ali and Michael Jordan.
- Explain how commercialization changed the Olympic Games, Intercollegiate sport, and Interscholastic sport.
- Discuss how sports Halls of Fames create and perpetuate particular value systems.
- Describe how women's sport changed since the passage of Title IX in 1972.

Assessments

Formative:

- Graphic Organizers

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Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

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- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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