

# Seymour Public Schools Curriculum

**Grade:** 10-12 **Subject:** Sports in American Society (Social Studies Department)

The purpose of **Sports in American Society** in grades 10-12 is to examine American history, society and culture through the perspective of sports. Major topics of the course, including economic, ethnic, gender and contemporary issues will be explored through literature, film, research and activities. Additionally, students will become familiar with social interaction, sports organization, social and psychological aspects of sports, team behavior, and the culture of sports at the professional, collegiate, high school, and youth levels. Inquiry is at the heart of social studies. Design of this course envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The purpose of this curriculum is to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to become active and engaged citizens in the 21st century. Successful completion of Sports in American Society will help make students aware of their changing cultural environment and stimulate them to know the past, read, write and think deeply and act in ways that promote the common good.

**Unit 1 – Sports and Race** (Students will apply lessons of the civil rights movement to historical, current and future issues in the world of sports)

**Unit 2 – Sports and Gender** (Students will apply lessons of the women's and gay rights movement to historical, current and future issues in the world of sports)

**Unit 3 – Sports and the Media** (Students will explore the historical and contemporary relationships between communications of media and the world of sports)

**Unit 4 – Sports and Politics** (Students will apply lessons of global conflicts, i.e. the Cold War & 9/11, to historical, current and future issues in the world of sports)

**Unit 5 – Organized Sports** (Students will explore the democratization of sports as it lies across multiple levels)

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## UNIT 1- SPORTS AND RACE

Students will apply lessons of the civil rights movement to historical, current and future issues in the world of sports

<p><b>Subject:</b>  <b>Grade:</b>  <b>Time Frame: (# of weeks, etc.)</b></p>	<p>Sports in American Society, Social Studies, 10-12, semester course    ~12 classes</p>
<p><b>CCSS  Overarching  Standards</b></p>	<p><b>Reading : History/Social Studies</b></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  <i>RH. 11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i></li>   <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <i>RH. 11-12.2. Determine the central ideas or information of a primary or secondary source, provide an accurate summary that makes clear the relations among the key details and ideas.</i></li> </ol> <p>Craft and Structure</p> <ol style="list-style-type: none"> <li>6. Assess how point of view or purpose shapes the content and styles of a text  <i>RH. 11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</i></li> </ol> <p><b>Writing</b></p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence  <i>WHST. 11-12.1. Write arguments focused on discipline-specific content.</i></li>   <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  <i>WHST. 11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></li> </ol>

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	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST. 11-12.4. Produce clear and coherent writing in which the development, and style are appropriate to task, purpose and audience.</i></p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Enduring Understanding</b></p>	<p>Discrimination and prejudice affect individuals and society.</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. In what ways are ethnic and racial issues reflected in sports?</li> <li>2. What roles have sports played in the exacerbation of, or mitigation of, racial tensions?</li> </ol>
<p><b>Priority Standards (C3 Standards)</b></p>	<p>D2.Soc.9.9-12. Explain the role of social institutions in society  D2.Soc.10.9-12. Analyze how social structures and cultures change.  D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.  D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.  D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.</p>
<p><b>Performance Expectations</b></p> <p><b>(Student outcomes: what will students will know/understand and be able to do)</b></p>	<p>Depth of Knowledge (DOK) levels:</p> <p><u>Critique</u> traditional and current perceptions of racial issues and racial issues in sports.  <u>Draw conclusions</u> and <u>cite evidence</u> to <u>analyze</u> racial issues, legislation, court decisions and cultural mores.  <u>Read critically</u> and analyze primary and secondary sources.  <u>Write effectively</u> to evaluate racial issues related to sport and within broader American culture.  <u>Display empathy</u> by perceiving sensitively and walking in someone else’s shoes.  <u>Recognize</u> the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they <u>act and model</u> in ways that are safe, legal and ethical.</p>

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Lecture            Advanced &amp; graphic organizers            Convergent Questioning            Divergent Questioning            Demonstrations/Modeling            Differentiation            Socratic Seminar            Problem-based learning            Inquiry-orientated approaches</p>	<p>-Ken Burns <i>Baseball (Parts 5 &amp; 6- clips)</i>            -“Fists of Fury”- Tommie Smith and John Carlos, from 10/8/18 <i>Sport Illustrated</i>            -Excerpts from <i>Sports in American Life</i> (Davies, Richard O.)- chapters 9 &amp; 14            -“What Sports Have Taught Me About Race”- Kareem Abdul Jabbar, <i>the Guardian</i>            -Excerpts from <i>What’s my Name</i>- HBO Sports docuseries on Muhammad Ali.</p>	<p><u>Summative Assessments</u>            Unit Test            Essential Questions            presentations</p> <p><u>Formative Assessments</u>            SAT Reading simulation            Response Papers            Special topic presentations</p>

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## UNIT 2- SPORTS AND GENDER

Students will apply lessons of the women's and gay rights movement to historical, current and future issues in the world of sports.

<p><b>Subject:</b>  <b>Grade:</b>  <b>Time Frame: (# of weeks, etc.)</b></p>	<p>Sports in American Society, Social Studies, 10-12, semester course    ~12 classes</p>
<p><b>CCSS  Overarching  Standards</b></p>	<p><b>Reading : History/Social Studies</b></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  <i>RH. 11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i></li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <i>RH. 11-12.2. Determine the central ideas or information of a primary or secondary source, provide an accurate summary that makes clear the relations among the key details and ideas.</i></li> </ol> <p>Craft and Structure</p> <ol style="list-style-type: none"> <li>6. Assess how point of view or purpose shapes the content and styles of a text  <i>RH. 11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</i></li> </ol> <p><b>Writing</b></p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence  <i>WHST. 11-12.1. Write arguments focused on discipline-specific content.</i></li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  <i>WHST. 11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></li> </ol>

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	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST. 11-12.4. Produce clear and coherent writing in which the development, and style are appropriate to task, purpose and audience.</i></p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Enduring Understanding</b>	Sex and gender affect the way we are perceived and expected to behave in society.
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. What is the relationship between general perceptions of females in the sporting world and in the broader society?</li> <li>2. How has Title IX affected cultural perceptions of gender equality?</li> <li>3. How have sexual stereotypes (masculinity, femininity, homosexuality) been affirmed or contradicted by the world of sports?</li> </ol>
<b>Priority Standards (C3 Standards)</b>	<p>D2.Soc.9.9-12. Explain the role of social institutions in society</p> <p>D2.Soc.16.9-12. Interpret the effects of inequality on groups and individuals.</p> <p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p>D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.</p> <p>D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past</p>
<b>Performance Expectations</b>  <b>(Student outcomes: what will students will know/understand and be able to do)</b>	<p>Depth of Knowledge (DOK) levels:</p> <p><u>Critique</u> traditional and current perceptions of women, gender issues, and women in sport.</p> <p><u>Draw conclusions</u> and <u>cite evidence</u> to <u>analyze</u> gender issues, legislation, court decisions and cultural mores.</p> <p><u>Read critically</u> and analyze primary and secondary sources.</p> <p><u>Write effectively</u> to evaluate gender issues related to sport and within broader American culture.</p> <p><u>Display empathy</u> by perceiving sensitively and walking in someone else's shoes.</p>

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	<u>Recognize</u> the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they <u>act and model</u> in ways that are safe, legal and ethical.	
<b>Strategies (examples)</b>	<b>Materials/Resources (examples)</b>	<b>Assessments (examples)</b>
Lecture Advanced & graphic organizers Convergent Questioning Divergent Questioning Demonstrations/Modeling Differentiation Socratic Seminar Problem-based learning Inquiry-orientated approaches	-Excerpts from ESPN films Nine for IX docuseries on women in sports (including Venus Williams and financial equality, female pioneers in athletics and the USWNT) -Excerpts from <i>Sports in American Life</i> (Davies, Richard O.)-chapters 6 & 15 -"The Rules on Trans Athletes Reward Cheats and Punish the Innocents"- Martina Navratilova, <i>the Guardian</i> -"Who is Katherine Switzer and How did She Change Women's Running", <i>Runners World</i>	<u>Summative Assessments</u> Unit Test Essential Questions presentations  <u>Formative Assessments</u> SAT Reading simulation Response Papers Special topic presentations

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## UNIT 3- SPORTS AND THE MEDIA

Students will explore the historical and contemporary relationships between communications of media and the world of sports

<p><b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b></p>	<p>Sports in American Society, Social Studies, 10-12, semester course  ~12 classes</p>
<p><b>CCSS Overarching Standards</b></p>	<p><b>Reading : History/Social Studies</b></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>RH. 11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i></li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>RH. 11-12.2. Determine the central ideas or information of a primary or secondary source, provide an accurate summary that makes clear the relations among the key details and ideas.</i></li> </ol> <p>Craft and Structure</p> <ol style="list-style-type: none"> <li>6. Assess how point of view or purpose shapes the content and styles of a text <i>RH. 11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</i></li> </ol> <p><b>Writing</b></p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence <i>WHST. 11-12.1. Write arguments focused on discipline-specific content.</i></li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <i>WHST. 11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></li> </ol>



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	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST. 11-12.4. Produce clear and coherent writing in which the development, and style are appropriate to task, purpose and audience.</i></p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Enduring Understanding</b>	Media and communications technologies influence and shape how sports and athletes are perceived in the United States.
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How did the media and a modern consumer culture affect American views of the significance of sports in society?</li> <li>2. How has sports impacted the media and how has the media impacted sports?</li> <li>3. In what ways has the media's portrayal of sports led to positive social change? Negative?</li> </ol>
<b>Priority Standards (C3 Standards)</b>	<p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>D2.Soc.9.9-12. Explain the role of social institutions in society</p> <p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p>D2.Soc.7.9-12. Cite examples of how culture influences the individuals in it.</p>
<p><b>Performance Expectations</b></p> <p><b>(Student outcomes: what will students will know/understand and be able to do)</b></p>	<p>Depth of Knowledge (DOK) levels:</p> <p><u>Investigate</u> the social, economic and cultural causes and effects of modern consumer culture.</p> <p><u>Assess</u> the impact of technological changes on American society and sporting culture through the media.</p> <p><u>Draw conclusions</u> about the nature of the American mass media and how it influences public opinion through sport.</p> <p><u>Read critically</u> and analyze primary and secondary sources.</p>

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	<p><u>Write effectively</u> to evaluate issues related to sport and within broader American culture.</p> <p><u>Communicate clearly and persuasively</u> factual information and/or a point of view of a controversial issue or topic.</p> <p><u>Recognize</u> the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they <u>act and model</u> in ways that are safe, legal and ethical.</p>	
<p style="text-align: center;"><b>Strategies (examples)</b></p> <p>Lecture            Advanced &amp; graphic organizers            Convergent Questioning            Divergence Questioning            Demonstrations/Modeling            Differentiation            Socratic Seminar            Problem-based learning            Inquiry-orientated approaches</p>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <p>-Jim Valvano ESPY speech            -ESPN's images of the century video clip            -excerpts from <i>OJ: made in America docuseries</i>            --Excerpts from <i>Sports in American Life</i> (Davies, Richard O.)-chapter 10            -Excerpts from <i>Those Guys Have all the Fun: Inside World of ESPN</i> (Miller, James Andrew)</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p><u>Summative Assessments</u>            Unit Test            Essential Questions presentations</p> <p><u>Formative Assessments</u>            SAT Reading simulation            Response Papers            Special topic presentations</p>

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## UNIT 4- SPORTS AND POLITICS

Students will apply lessons of global conflicts, i.e. the Cold War & 9/11, to historical, current and future issues in the world of sports

<p><b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b></p>	<p>Sports in American Society, Social Studies, 10-12, semester course  ~12 classes</p>
<p><b>CCSS Overarching Standards</b></p>	<p><b>Reading : History/Social Studies</b></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>RH. 11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i></li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>RH. 11-12.2. Determine the central ideas or information of a primary or secondary source, provide an accurate summary that makes clear the relations among the key details and ideas.</i></li> </ol> <p>Craft and Structure</p> <ol style="list-style-type: none"> <li>6. Assess how point of view or purpose shapes the content and styles of a text <i>RH. 11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</i></li> </ol> <p><b>Writing</b></p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence <i>WHST. 11-12.1. Write arguments focused on discipline-specific content.</i></li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <i>WHST. 11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></li> </ol>

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	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST. 11-12.4. Produce clear and coherent writing in which the development, and style are appropriate to task, purpose and audience.</i></p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<b>Enduring Understanding</b>	Sport remains an intangible part of contemporary foreign policy.
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>1. How do the actions and behaviors of individuals in the sports world reflect American social values and culture?</li> <li>2. How do sports serve as a reflection of the world of politics?</li> </ol>
<b>Priority Standards (C3 Standards)</b>	<p>D2.Soc.9-12. Explain the role of social institutions in society</p> <p>D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p> <p>D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</p> <p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p>D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.</p>
<b>Performance Expectations</b>  <b>(Student outcomes: what will students will know/understand and be able to do)</b>	<p>Depth of Knowledge (DOK) levels:</p> <p><u>Critique</u> traditional and current perceptions of foreign policy issues and their relationship to sports.</p> <p><u>Analyze</u> the influence of American sporting culture on global politics.</p> <p><u>Read critically</u> and analyze primary and secondary sources.</p> <p><u>Write effectively</u> to evaluate issues related to sport and within broader American culture and politics.</p> <p><u>Recognize</u> the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they <u>act and model</u> in ways that are safe, legal and ethical.</p>

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Lecture            Advanced &amp; graphic organizers            Convergent Questioning            Divergent Questioning            Demonstrations/Modeling            Differentiation            Socratic Seminar            Problem-based learning            Inquiry-orientated approaches</p>	<p>-ESPN 30for30 shorts <i>First Pitch</i>            -“President Carter Orders an Olympic Boycott”- <i>Politico</i>            -Excerpts from <i>Sports in American Life</i> (Davies, Richard O.)-chapter 13            -Excerpts from <i>Of Miracles and Men</i>- ESPN 30for30 docuseries on 1980 US Men’s Hockey.</p>	<p><u>Summative Assessments</u>            Unit Test            Essential Questions presentations</p> <p><u>Formative Assessments</u>            SAT Reading simulation            Response Papers            Special topic presentations</p>

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## UNIT 5- Organized Sports

Students will explore the democratization of sports as it lies across multiple levels

<p><b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b></p>	<p>Sports in American Society, Social Studies, 10-12, semester course  ~12 classes</p>
<p><b>CCSS Overarching Standards</b></p>	<p><b>Reading : History/Social Studies</b></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>RH. 11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</i></li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <i>RH. 11-12.2. Determine the central ideas or information of a primary or secondary source, provide an accurate summary that makes clear the relations among the key details and ideas.</i></li> </ol> <p>Craft and Structure</p> <ol style="list-style-type: none"> <li>6. Assess how point of view or purpose shapes the content and styles of a text <i>RH. 11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</i></li> </ol> <p><b>Writing</b></p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence <i>WHST. 11-12.1. Write arguments focused on discipline-specific content.</i></li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <i>WHST. 11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</i></li> </ol>

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	<p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <i>WHST. 11-12.4. Produce clear and coherent writing in which the development, and style are appropriate to task, purpose and audience.</i></p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Enduring Understanding</b></p>	<p>The relationship between sports and American culture is mutually dependent; culture affects sports, and sports reflect and preserve culture.</p>
<p><b>Essential Questions</b></p>	<ol style="list-style-type: none"> <li>1. How have collegiate sports influenced American culture, and vice versa?</li> <li>2. What historical and social factors affected the growth of collegiate football?</li> <li>3. What effects did collegiate sports have on sports in general?</li> <li>4. What is the purpose of youth sports?</li> <li>5. What is the purpose of high school sports?</li> </ol>
<p><b>Priority Standards (C3 Standards)</b></p>	<p>D2.Soc.9.9-12. Explain the role of social institutions in society  D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.  D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.  D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the so  D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.  D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.</p>
<p><b>Performance Expectations</b></p>	<p>Depth of Knowledge (DOK) levels:</p> <p><u>Compare and contrast</u> the characteristics of modern and traditional sports organizations.</p>

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<p><b>(Student outcomes: what will students will know/understand and be able to do)</b></p>	<p><u>Draw conclusions</u> about the nature of American society and American cultural values as expressed through sport.  <u>Communicate clearly and persuasively</u> factual and/or a point of view of a controversial issue or topic.  <u>Read critically</u> and analyze primary and secondary sources.  <u>Write effectively</u> to evaluate issues related to sport and within broader American culture and politics.  <u>Recognize</u> the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they <u>act and model</u> in ways that are safe, legal and ethical.</p>	
<p style="text-align: center;"><b>Strategies (examples)</b></p> <p>Lecture  Advanced &amp; graphic organizers  Convergent Questioning  Divergent Questioning  Demonstrations/Modeling  Differentiation  Socratic Seminar  Problem-based learning  Inquiry-orientated approaches</p>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <p>-“An Arm and a Leg”- cost of raising a professional athlete, <i>Sports Illustrated</i> 9/30/19  -“Rise of the Snowplow Parents”, <i>Sports Illustrated</i> 6/17/19  -Excerpts from <i>Sports in American Life</i> (Davies, Richard O.)-chapter 17</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p><u>Summative Assessments</u>  Unit Test  Essential Questions presentations</p> <p><u>Formative Assessments</u>  SAT Reading simulation  Response Papers  Special topic presentations  *Final Course Book Review  *Final Project</p>



# Seymour Public Schools Curriculum

## **Appendix (Materials for Revision, Review and Adjustment)**

[Webb's Depth of Knowledge](#)

[UBD Framework](#)

[C3 Standards](#)

[CCSS Standards](#)

[ISTE Standards](#)

Scope & Sequence for course

NCAA documentation