

Southern York County School District Instructional Plan

American History Through Sports

Grade 10

Textbook(s)/Instructional Materials Used:

Textbooks:

Sports in American Life: Richard Davies

Major Problems in American Sport History: Steven Riess

Instructional Materials:

Excerpts, clips, films, articles, podcasts, and videos covering the following topics:

Historical figures in professional sports, Olympics over time, Coaches that made a difference, Title IX, Pandemic and Sports, and Extreme Sports.

Dates: August (fall), January (spring)

Unit 1: History of Sports and Society

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

- 5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
- 8.1.12.A. Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events.
- 8.1.12.B. Synthesize and evaluate historical sources: Literal meaning of historical passages; Data in historical and contemporary maps, graphs and tables; Different historical perspectives; Data presented in maps, graphs and tables; Visual data presented in historical evidence.
- 8.1.12.C. Evaluate historical interpretation of events: Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connections between causes and results; Author or source of historical narratives' points of view; Central issue.
- 8.1.12.D. Synthesize historical research: Historical events (time and place); Facts, folklore and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e.g., Senior Projects, research papers, debates); Credibility of evidence.
- 8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
- 8.3.12.A.4. Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King).
- 8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
- 8.4.12.A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
- 8.4.12.B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
- 8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450: Africa; Americas; Asia; Europe.

Writing in History and Social Studies

CC.8.6.9-10.A. Write arguments focused on discipline-specific content.

CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (COURSE LONG FOR FINAL ASSESSMENT)</p>	
<p>Understanding(s): <i>Students will understand</i></p> <p>1. Students will be introduced to key concepts in sports including the distinctions between play, games, and sports.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What is Sport? • How has the importance of sports changed over time? • What are the major differences between sports then and sports now?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • What is sport and how sports have changed over time? • The differences between sports then and now 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the History of sports and how the role of sports has changed over time. • Identify the major changes that have occurred within sports over time
Dates: September (fall), February (spring)	Unit 2: Politics and Sports
Stage 1 – Desired Results	
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <p>5.1.12.A Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations</p> <p>8.1.12.A. Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events.</p> <p>8.1.12.B. Synthesize and evaluate historical sources: Literal meaning of historical passages; Data in historical and contemporary maps, graphs and tables; Different historical perspectives; Data presented in maps, graphs and tables; Visual data presented in historical evidence.</p> <p>8.1.12.C. Evaluate historical interpretation of events: Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connections between causes and results; Author or source of historical narratives' points of view; Central issue.</p> <p>8.1.12.D. Synthesize historical research: Historical event (time and place); Facts, folklore and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e.g., Senior Projects, research papers, debates); Credibility of evidence.</p> <p>8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <p>8.3.12.A.4. Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King).</p> <p>8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.</p> <p>8.4.12.A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>8.4.12.B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450.</p> <p>8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450: Africa; Americas; Asia; Europe.</p>	

Writing in History and Social Studies

CC.8.6.9-10.A. Write arguments focused on discipline-specific content.

CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. **(COURSE LONG FOR FINAL ASSESSMENT)**

CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **(COURSE LONG FOR FINAL ASSESSMENT)**

Understanding(s):

Students will understand...

- Some key concepts in sports including the distinctions between play, games, and sports.
- The various levels of sports that exist in our society
- How sports has influenced political decisions throughout history

Essential Question(s):

- To what extent have sports become more globalized?
- How has the rise of intercollegiate sports influenced Society?
- What influence has sport and competition had on society?
- How do sports and politics become intertwined?

Learning Objectives:

Students will know...

- The various levels of sports and their purpose
- The amateur and professional leagues
- How sports and politics intertwine

Students will be able to:

- Explain the distinction between amateur and professional sports
- Identify several sports leagues
- Analyze how sports can have an impact on political decisions and give several examples of this throughout history

**Dates: September/October (fall),
February/March (spring)**

Unit 3: Race and Sports

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

5.1.12.C Evaluate the application of the principles and ideals in contemporary civic life.

- Liberty / Freedom
- Democracy
- Justice
- Equality

5.3.12.F Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

8.1.12.A. Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events.

8.1.12.B. Synthesize and evaluate historical sources: Literal meaning of historical passages; Data in historical and contemporary maps, graphs and tables; Different historical perspectives; Data presented in maps, graphs and tables; Visual data presented in historical evidence.

8.1.12.C. Evaluate historical interpretation of events: Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connections between causes and results; Author or source of historical narratives' points of view; Central issue.

8.1.12.D.	Synthesize historical research: Historical event (time and place); Facts, folklore and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e.g., Senior Projects, research papers, debates); Credibility of evidence.
8.3.12.A.	Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
8.3.12.A.4.	Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King).
8.3.12.B.	Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
8.4.12.A.	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
8.4.12.B.	Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
<i>Writing in History and Social Studies</i>	
CC.8.6.9-10.A.	Write arguments focused on discipline-specific content.
CC.8.6.9-10.C.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.D.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.E.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.F.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.G.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.H.	Draw evidence from informational texts to support analysis, reflection, and research. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.I.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (COURSE LONG FOR FINAL ASSESSMENT)
Understanding(s): Students will understand... <ul style="list-style-type: none"> Race and race relations in sports, including the history of African Americans in sports How sports have had an impact and in many cases been a catalyst for change in society 	Essential Question(s): <ul style="list-style-type: none"> How have sports acted as a conduit for change in society? What is the link between sports and race? How has society changed because of sports?
Learning Objectives: Students will know... <ul style="list-style-type: none"> The history of race in sports and how a segregated society led to a segregated sports world How sports played a major role in breaking down the race barriers in society 	Students will be able to: <ul style="list-style-type: none"> Define race Define and understand segregation in society and sports Provide and explain historical examples of race barriers in sports Provide examples of how sports changed race in sports
Dates: October (fall), March (spring)	Unit 4: Gender in Sports
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed:	
5.1.12.A	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.1.12.C	Evaluate the application of the principles and ideals in contemporary civic life. <ul style="list-style-type: none"> Liberty / Freedom

	<ul style="list-style-type: none"> • Democracy • Justice • Equality
6.5.12.A	Analyze the factors influencing wages.
8.1.12.A.	Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events.
8.1.12.B.	Synthesize and evaluate historical sources: Literal meaning of historical passages; Data in historical and contemporary maps, graphs and tables; Different historical perspectives; Data presented in maps, graphs and tables; Visual data presented in historical evidence.
8.1.12.C.	Evaluate historical interpretation of events: Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connections between causes and results; Author or source of historical narratives' points of view; Central issue.
8.1.12.D.	Synthesize historical research: Historical event (time and place); Facts, folklore and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e.g., Senior Projects, research papers, debates); Credibility of evidence.
8.3.12.A.	Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
8.3.12.A.4.	Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King).
8.3.12.B.	Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
8.4.12.A.	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
8.4.12.B.	Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
8.4.12.C.	Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450: Africa; Americas; Asia; Europe.
8.4.12.D.	Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe: Domestic Instability; Ethnic and Racial Relations; Labor Relations; Immigration and Migration; Military Conflicts.
<i>Writing in History and Social Studies</i>	
CC.8.6.9-10.A.	Write arguments focused on discipline-specific content.
CC.8.6.9-10.C.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.D.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.E.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.F.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.G.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.H.	Draw evidence from informational texts to support analysis, reflection, and research. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.I.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (COURSE LONG FOR FINAL ASSESSMENT)
Understanding(s): Students will understand... 1. Students will understand women and the gender barrier in sports. 2. How gender dictated your athletic opportunities.	Essential Question(s): <ul style="list-style-type: none"> • How has history reflected the rise of women in sports? • How has gender in America coincided with the rise of women in sports?

	<ul style="list-style-type: none"> Who were some of the most influential women in sports throughout history?
Learning Objectives: Students will know... <ul style="list-style-type: none"> How a person's gender played a role in your sports opportunities How opportunities for women expanded over time. How legislation improved opportunities for women Examples of the most influential women in sports history 	Students will be able to: <ul style="list-style-type: none"> Explain how gender played a role in sport List and explain key events that allowed women more opportunities in the athletic world Explain cause and effect of political decisions on women sports
Dates: November (fall), April (spring)	Unit 5: Business and Sports
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: 6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations. 8.1.12.A. Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events. 8.1.12.B. Synthesize and evaluate historical sources: Literal meaning of historical passages; Data in historical and contemporary maps, graphs and tables; Different historical perspectives; Data presented in maps, graphs and tables; Visual data presented in historical evidence. 8.1.12.C. Evaluate historical interpretation of events: Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connections between causes and results; Author or source of historical narratives' points of view; Central issue. 8.1.12.D. Synthesize historical research: Historical event (time and place); Facts, folklore and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e.g., Senior Projects, research papers, debates); Credibility of evidence. 8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present. 8.3.12.A.4. Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King). 8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present. 8.4.12.A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450. 8.4.12.B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450. 8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450: Africa; Americas; Asia; Europe. 8.4.12.D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe: Domestic Instability; Ethnic and Racial Relations; Labor Relations; Immigration and Migration; Military Conflicts. <i>Writing in History and Social Studies</i> CC.8.6.9-10.A. Write arguments focused on discipline-specific content. CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (COURSE LONG FOR FINAL ASSESSMENT) CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (COURSE LONG FOR FINAL ASSESSMENT) CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (COURSE LONG FOR FINAL ASSESSMENT) CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (COURSE LONG FOR FINAL ASSESSMENT)	

<p>CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (COURSE LONG FOR FINAL ASSESSMENT)</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> Students will understand the growth of the multibillion-dollar business of sports including contracts, video gaming, apparel, licensing and other forces. How sports evolved from a hobby to an occupation? 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> What impact does business play in sports? How are professional sports linked to the economy? How have sports influenced the economy?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> How sports have evolved into full time occupations for many The impact sports have on business The impact sports have on the economy 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Name professional leagues in sports Gain an understanding of how sports are connected to business Compare and contrast various sports related companies and how they have an economic impact on society Analyze the impact sports has on the economy through start-up companies
Dates: December (fall), April/May (spring)	Unit 6: The Impact and Role of Sports in America
Stage 1 – Desired Results	
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <p>5.3.12.C Evaluate how government agencies create, amend, and enforce regulations.</p> <p>5.3.12.D Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>8.1.12.A. Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events.</p> <p>8.1.12.B. Synthesize and evaluate historical sources: Literal meaning of historical passages; Data in historical and contemporary maps, graphs and tables; Different historical perspectives; Data presented in maps, graphs and tables; Visual data presented in historical evidence.</p> <p>8.1.12.C. Evaluate historical interpretation of events: Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connections between causes and results; Author or source of historical narratives' points of view; Central issue.</p> <p>8.1.12.D. Synthesize historical research: Historical event (time and place); Facts, folklore and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e.g., Senior Projects, research papers, debates); Credibility of evidence.</p> <p>8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.</p> <p>8.3.12.A.4. Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King).</p> <p>8.3.12.B. Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.</p> <p>8.4.12.A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.</p> <p>8.4.12.B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450.</p> <p>8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450: Africa; Americas; Asia; Europe.</p>	

<p>8.4.12.D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe: Domestic Instability; Ethnic and Racial Relations; Labor Relations; Immigration and Migration; Military Conflicts.</p> <p><i>Writing in History and Social Studies</i></p> <p>CC.8.6.9-10.A. Write arguments focused on discipline-specific content.</p> <p>CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p><i>Reading in History and Social Studies</i></p> <p>CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (COURSE LONG FOR FINAL ASSESSMENT)</p> <p>CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims. (COURSE LONG FOR FINAL ASSESSMENT)</p>	<table border="1"> <tr> <td data-bbox="332 96 812 1491"> <p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The role sports has played in American culture 2. How the role of sports in our society has changed over time 3. How sports has created problems in our society </td><td data-bbox="812 96 1487 1491"> <p>Essential Question(s)</p> <ul style="list-style-type: none"> • What is the role of youth sports in American culture? • What is fueling the rise of 'alternative sports approaches'? (Change the Game, etc) • Why is cheating so rampant in sports today? (PED's and Gambling) • To what extent are we making athletes safer? </td></tr> <tr> <td data-bbox="332 1491 812 1717"> <p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • What is sport • The types of sports and sport leagues over time • The variety of problems sports has created in our society </td><td data-bbox="812 1491 1487 1717"> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify sports and sports leagues • Compare and contrast the types and levels of sports • Identify and analyze the positives and negatives created by sports </td></tr> </table> <table border="1"> <tr> <td data-bbox="332 1717 812 1780"> <p>Dates: January (fall), May (spring)</p> </td><td data-bbox="812 1717 1487 1780"> <p>Unit 7: Sport, Heroic Athletes, and Popular Culture</p> </td></tr> </table> <table border="1"> <tr> <td colspan="2" data-bbox="332 1780 1487 1843"> <p>Stage 1 – Desired Results</p> </td></tr> </table> <table border="1"> <tr> <td colspan="2" data-bbox="332 1843 1487 1965"> <p>PA Standard(s)/Assessment Anchors Addressed:</p> <p>6.2.12.C Predict and evaluate how media affects markets.</p> <p>6.2.12.F Evaluate the impact of private economic institutions on the individual, the national and the international economy.</p> </td></tr> </table>	<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The role sports has played in American culture 2. How the role of sports in our society has changed over time 3. How sports has created problems in our society 	<p>Essential Question(s)</p> <ul style="list-style-type: none"> • What is the role of youth sports in American culture? • What is fueling the rise of 'alternative sports approaches'? (Change the Game, etc) • Why is cheating so rampant in sports today? (PED's and Gambling) • To what extent are we making athletes safer? 	<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • What is sport • The types of sports and sport leagues over time • The variety of problems sports has created in our society 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify sports and sports leagues • Compare and contrast the types and levels of sports • Identify and analyze the positives and negatives created by sports 	<p>Dates: January (fall), May (spring)</p>	<p>Unit 7: Sport, Heroic Athletes, and Popular Culture</p>	<p>Stage 1 – Desired Results</p>		<p>PA Standard(s)/Assessment Anchors Addressed:</p> <p>6.2.12.C Predict and evaluate how media affects markets.</p> <p>6.2.12.F Evaluate the impact of private economic institutions on the individual, the national and the international economy.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The role sports has played in American culture 2. How the role of sports in our society has changed over time 3. How sports has created problems in our society 	<p>Essential Question(s)</p> <ul style="list-style-type: none"> • What is the role of youth sports in American culture? • What is fueling the rise of 'alternative sports approaches'? (Change the Game, etc) • Why is cheating so rampant in sports today? (PED's and Gambling) • To what extent are we making athletes safer? 										
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • What is sport • The types of sports and sport leagues over time • The variety of problems sports has created in our society 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify sports and sports leagues • Compare and contrast the types and levels of sports • Identify and analyze the positives and negatives created by sports 										
<p>Dates: January (fall), May (spring)</p>	<p>Unit 7: Sport, Heroic Athletes, and Popular Culture</p>										
<p>Stage 1 – Desired Results</p>											
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <p>6.2.12.C Predict and evaluate how media affects markets.</p> <p>6.2.12.F Evaluate the impact of private economic institutions on the individual, the national and the international economy.</p>											

8.1.12.A.	Evaluate chronological thinking: Sequential order of historical narrative; Continuity and change; Context for events.
8.1.12.B.	Synthesize and evaluate historical sources: Literal meaning of historical passages; Data in historical and contemporary maps, graphs and tables; Different historical perspectives; Data presented in maps, graphs and tables; Visual data presented in historical evidence.
8.1.12.C.	Evaluate historical interpretation of events: Impact of opinions on the perception of facts; Issues and problems in the past; Multiple points of view; Illustrations in historical stories and sources; Connections between causes and results; Author or source of historical narratives' points of view; Central issue.
8.1.12.D.	Synthesize historical research: Historical event (time and place); Facts, folklore and fiction; Historical questions; Primary sources; Secondary sources; Conclusions (e.g., Senior Projects, research papers, debates); Credibility of evidence.
8.3.12.A.	Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.
8.3.12.A.4.	Innovators and Reformers (e.g., Wilbur and Orville Wright, John L. Lewis, Reverend Dr. Martin Luther King).
8.3.12.B.	Identify and evaluate primary documents, material artifacts and historic sites important in United States history from 1890 to Present.
8.4.12.A.	Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.
8.4.12.B.	Evaluate historical documents, material artifacts and historic sites important to world history since 1450.
8.4.12.C.	Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450: Africa; Americas; Asia; Europe.
8.4.12.D.	Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe: Domestic Instability; Ethnic and Racial Relations; Labor Relations; Immigration and Migration; Military Conflicts.
<i>Writing in History and Social Studies</i>	
CC.8.6.9-10.A.	Write arguments focused on discipline-specific content.
CC.8.6.9-10.C.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.D.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.E.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.F.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.G.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.H.	Draw evidence from informational texts to support analysis, reflection, and research. (COURSE LONG FOR FINAL ASSESSMENT)
CC.8.6.9-10.I.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (COURSE LONG FOR FINAL ASSESSMENT)
Understanding(s): Students will understand... <ol style="list-style-type: none"> 1. The role sports play in today's society. 2. How sports have evolved over time. 3. How sports figures have become role models in society. 4. The future of sports in society. 	Essential Question(s) <ul style="list-style-type: none"> • What impact do athletes have on society and in the life of everyday citizens? • How Should athletes be looked upon as role models? • Why have extreme sports become so popular?
Learning Objectives: Students will know...	Students will be able to:

<ul style="list-style-type: none"> • How athletes impact society today: philosophy, economic, political, etc. • Examples of how athletes can be role models. • New sports opportunities in our society 	<ul style="list-style-type: none"> • Analyze the impact athletes have on our society in a variety of areas • Find and explain through examples how athletes have been both positive and negative role models in society • Explain where sports will go from here.
---	--