

16 Parsippany-Troy Hills School District

SST510—HISTORY OF SPORTS AND SOCIETY

A Course Outline for Social Studies

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STATEMENT OF PURPOSE

The History of Sports & Society is a half-year course that is designed to give students a better understanding of the relationship between sports and our society.

The course will examine the history of sports and their origins – from the Colonial period in the United States to present day. The course will examine many issues related to sports, our culture, and our society. Students will gain an understanding of how sporting events have shaped our society, but also how our society has shaped sports.

The course will not just concentrate on rules and how sports are played, but will also look at the deeper meanings behind some of our favorite activities. Students will come away with knowledge in history, economics, geography, cultural studies, gender issues, and issues of race and Civil Rights. Student learning will be composed of many different strategies, such as class debates and discussion, research assignments and presentations, written analysis papers, and different types of creative projects.

The knowledge gained from this course will be useful in other history courses, but will also translate to many other academic disciplines.

The revised curriculum aligns with the 2014 New Jersey Student Learning Standards for Social Studies, English Language Arts, Technology, and 21st Century Life and Careers.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - <http://njcdd.org/wp-content/uploads/2016/08/tools-teacherspart2.pdf>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

GENERAL GOALS

The students will understand:

1. The Origin of American Sports – Colonization to the early 20th Century
2. The Rise of Early Professional, Intercollegiate, and International Sports – 1870-1920
3. Sports and War: On the Battlefield and at Home – 1915-1950
4. Cold War Sports: Politics, Civil Rights, and Major Leagues – 1945-1990
5. Modern Athletics and Big Business – 1990-Present
6. The Globalization of Sports

METHODS

Students will examine real-world issues, controversies, and problems. They will use their prior-knowledge and information they have gained to understand how sports and culture are intertwined. The students will research, present, and debate much of the information presented in the class in order to get a better understanding of the material. The students will analyze why and how events in the world of sports have happened, and their impact on our society.

OUTCOMES

Students who successfully complete this course will get a better understanding of the relationship between sports and culture. They will be able to apply what they have learned to other topics in history, as well as other academic topics altogether. The students will come away with not only knowledge about the evolution of sports, but also knowledge on history, culture, economics, geography, gender, and Civil Rights.

EVALUATION / ASSESSMENT

The methods of monitoring and evaluating student progress throughout the course shall include, but not be limited to the following combinations of written and oral activities:

1. Quizzes and cumulative unit tests
2. Written assignments and analysis papers
3. Class discussions and debates
4. Research projects and presentations
5. Homework assignments
6. Class participation

GRADING PROCEDURES

Social Studies Grading Procedures Grades 9-12

Final Grade – Full Year Course	
<p>Full Year Course</p> <ul style="list-style-type: none"> • Each marking period shall count as 20% of the final grade (80% total). 	<p>The midterm assessment will count as 10% of the final grade, and the final assessment will count as 10% of the final grade, the final assessment will count as 10% of the final grade.</p>

BENCHMARK ASSESSMENTS

Separately we assess students to gauge progress and inform instruction. Benchmark assessments for students in grades 9 through 12 are administered in the form of a midterm and final exam for full year courses. *Special Note: Only final exams are administered at the end of quarter courses and semester courses.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS COURSE PROFICIENCIES

Course: **SST 510**

Title: **History of Sports & Society**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:

1. identify the sports played in colonial America by both Native Americans and colonists.
2. evaluate the role sports, and sporting culture, had on the development of the American ideal prior to the Civil War.
3. understand the origins of popular American sports (baseball, football, hockey, basketball, golf) in the 19th century.
4. identify the myths and evolution of the development of baseball in the United States.
5. understand the role of New Jersey in the development of American team sports.
6. evaluate the impact that the abolition of slavery and increasing immigration had on the culture of American sports.
7. understand the emergence of intercollegiate sports and compare the differences in thought between amateur and professional athletics.
8. evaluate the rise of professional baseball and the various leagues that were formed in competition with one another.
9. identify the role of entrepreneurs (Chadwick, Spalding, Reach, Pope) in the development of a new sporting culture.
10. identify the opportunities for women in sports.
11. describe the idea behind the Modern Olympic Games, developed in 1896.
12. identify American athletes that served in the World Wars.
13. evaluate the importance of athletics to American servicemen overseas during and after the two World Wars.
14. compare the evolution of baseball during this time period from its “rowdy” beginnings to its role as America’s Pastime.
15. understand the importance of the 1936 Olympic Games and athletes such as Joe Louis, Jesse Owens, and Max Schmeling.
16. understand the increasing role of women in professional and Olympic sports during the World War time period.
17. evaluate the role the GI Bill would have on intercollegiate sports.
18. examine the impact of the Cold War on international and Olympic sports and events.
19. analyze the role of television and marketing in the rise of professional and intercollegiate sports.

Course Proficiencies (continued)

20. evaluate the Civil Rights Movement and its impact on professional and intercollegiate sports (Jackie Robinson, Althea Gibson, Arthur Ashe, Bill Russell).
21. understand the growing influence of women in sport, and the introduction of Title IX.
22. evaluate the industry of the professional Major Leagues in terms of movement, construction, labor relations, and merchandising.
23. examine the impact of the Olympic Games on host nations and the long-term costs and benefits of holding the Olympics.
24. explore how sports has become its own tourism industry and how that has evolved over time.
25. investigate the changing culture of sports during this time period in terms of cheating, big contracts, and extreme fandom.
26. analyze the technological innovations in sports throughout history – from rules to equipment.
27. evaluate the rise and fall of international sporting contests such as the World Cup, Olympic Games, Tour de France, World Baseball Classic, and Pan-American Games.
28. identify the popularity of sports and activities based on origins, location and population.
29. examine the growing depiction of sports in popular culture (i.e. film, television, and literature).
30. investigate the impact of the globalization of sports in the Technological Age with increasing exposure due to cell phones, the internet, and satellite television.
31. evaluate the direction of sports at all levels within the context of globalization, technology, and science.

I. Origin of American Sports – Colonization to the early 20th Century:

Essential Question(s): a) How, and why, did our popular sports develop in the 19th and early 20th centuries?

Enduring Understanding(s): a) Sports and games have always been a part of our culture. From the earliest settlers at Jamestown through the Civil War, sports and games have helped shape who we are as a nation.

<i>Origin of American Sports – Colonization to the early 20th Century</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
1. identify the sports played in colonial America by both Native Americans and colonists.	6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.D.1.a 6.1.12.B.2.a 6.1.12.D.2.a 6.1.12.D.2.c 6.1.12.D.2.d 8.1.12.A.2 RH.11-12.1-3 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> research the sporting similarities and differences between the various American colonies. 	Graphic organizer Class discussion and questions	
2. evaluate the role sports, and sporting culture, had on the development of the American ideal prior to the Civil War.	6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.D.1.a 6.1.12.B.2.a 6.1.12.D.2.a 6.1.12.D.2.c 6.1.12.D.2.d RH.11-12.1-3 RH.11-12.7 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> create a graphic organizer showing the differences in sports and activities between men and women. create a political cartoon that analyzes the ideal of physical activity in the early United States. 	Graphic organizer Class discussion and questions Teacher-created rubric	Analyze how sports helped shape our nation and the relationship between work and play

<i>Origin of American Sports – Colonization to the early 20th Century</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
3. understand the role of New Jersey in the development of American team sports.	6.1.12.B.2.a 6.1.12.A.3.f 6.1.12.C.3.a 6.1.12.D.5.a 6.1.12.D.6.a RH.11-12.1-3 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> research New Jersey’s role in the development of baseball and early intercollegiate sports – including the first college football game between Rutgers and Princeton. 	Class discussion and questions Written analysis	Hoboken’s Elysian Fields – 1846 first organized baseball game – Knickerbocker Club vs. New York Nine 1869 – first intercollegiate football game – Princeton vs. Rutgers

II. The Rise of Early Professional, Intercollegiate, and International Sports – 1870-1920:

Essential Question(s): a) How, and why, did our popular sports develop in the 19th and early 20th centuries?

Enduring Understanding(s): a) Early on in our sporting history, professionalism was something to be looked down upon, while amateurism was thought to be the pinnacle. Over time, as sports became more and more popular, the two sides began to merge as athletes realized they could make a living playing the sports *they* loved, while fans realized they wanted to see the best players play the sports *they* loved.

<i>The Rise of Early Professional, Intercollegiate, and International Sports – 1870-1920</i>				
<i>PROFICIENCY/OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
4. evaluate the impact that the abolition of slavery and increasing immigration had on the culture of American sports.	6.1.12.D.3.b 6.1.12.D.3.e 6.1.12.A.4.c 6.1.12.B.4.b 6.1.12.A.5.b 6.1.12.B.5.b 6.1.12.D.5.d RH.11-12.1-3 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> research early African-American and European athletes and their contributions and struggles to sports at the turn of the century (Moses Fleetwood Walker, Major Taylor, John L. Sullivan). 	Class discussion and questions Written analysis	

<i>The Rise of Early Professional, Intercollegiate, and International Sports – 1870-1920</i>				
<i>PROFICIENCY/OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
5. understand the emergence of intercollegiate sports and compare the differences in thought between amateur and professional athletics.	6.1.12.D.3.d 6.1.12.D.3.e 6.1.12.B.5.a 6.1.12.B.5.b 6.1.12.D.5.b 6.1.12.D.5.c 6.1.12.C.6.a 8.1.12.A.2 8.1.12.E.1 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> debate the issues and controversies of professional and amateur sports in the early part of the 20th century. write a paper analyzing the differences in perception between amateur and professional athletics. 	Class debate/rubric Written analysis/rubric	<i>The Greatest Game Ever Played</i> – the story of Francis Ouimet who won the 1913 U.S. Open as an amateur, and who never turned professional
6. evaluate the rise of professional baseball and the various baseball leagues, rules, and players during the early part of the 20 th century.	6.1.12.D.3.e 6.1.12.B.5.a 6.1.12.B.5.b 6.1.12.D.5.b 6.1.12.A.6.a 6.1.12.C.6.a RH.11-12.1-3 RH.11-12.6 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> create a graphic organizer on the various baseball leagues, rules, and players during the early part of the 20th century. debate the various leagues and why new leagues rarely succeeded. 	Teacher observation Graphic organizer Class discussion and questions	National League National Association Union Association Players League Federal League Negro Leagues

<i>The Rise of Early Professional, Intercollegiate, and International Sports – 1870-1920</i>				
<i>PROFICIENCY/OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
7. identify the role of entrepreneurs (Chadwick, Spalding, Reach, Pope) in the development of a new sporting culture.	6.1.12.D.3.a 6.1.12.D.3.e 6.1.12.A.5.a 6.1.12.B.5.b 6.1.12.C.5.a 6.1.12.C.5.c 6.1.12.C.6.b RH.11-12.9 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> view advertising from old sports magazines and catalogs. create an advertisement for a new sport product or technology using the style of those from the late 19th and early 20th centuries. 	Teacher observation Class discussion and questions Teacher rubric	
8. identify the opportunities for women in sports during this time period.	6.1.12.D.3.d 6.1.12.B.5.a 6.1.12.D.5.c 6.1.12.A.6.b 6.1.12.D.6.c 8.1.12.E.1 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> research women reformers in the early 20th century and their contributions to female physical education. compare and contrast opportunities for males and females during this time period in terms of sports and activities. 	Class discussion and questions Written analysis	

<p>9. describe the idea behind the Modern Olympic Games, developed in 1896.</p>	<p>6.1.12.B.5.b 6.1.12.C.5.a 6.1.12.B.6.a 6.1.12.D.6.b 8.1.12.A.2 8.2.12.A.2 RH.11-12.1-3 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • conduct research on the development of the Olympics. • develop a new sport for the Olympics using an existing sport as a basis for change. • present the new sport to the class and have a debate and vote on which new sport will become part of the Games. 	<p>Teacher observation</p> <p>Class presentation/rubric</p>	
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III. Sports and War: On the Battlefield and at Home – 1915-1950:

Essential Question(s): a) What is the relationship between war and sports, and what effects have the two had on our American culture?

Enduring Understanding(s): a) Some might say that on the playing field sports could be war. From the American Revolution to today, sports have been an important outlet for our soldiers at home, and overseas. From pick-up games during downtime, to divisional battles, to professional athletes going to war – sports and war have been an important part of our military and sporting histories.

<i>Sports and War: On the Battlefield and at Home – 1915-1950</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
10. identify American athletes that served in the World Wars.	6.1.12.A.7.a 6.1.12.A.8.a 8.1.12.E.1 RH.11-12.1-3 RH.11-12.9 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • create a Hall of Fame for military athletes. • evaluate the impact that military service had on the athletic careers of servicemen-athletes. 	Teacher observation Written analysis	<ul style="list-style-type: none"> - <i>Unbroken</i> – the story of Louis Zamperini - Hobey Baker – Princeton football/hockey star. Pilot in WWI - Ted Williams – Pilot in WWII and Korea - Yogi Berra – Went in on D-Day
11. evaluate the importance of athletics to American servicemen overseas during and after the two World Wars.	6.1.12.C.7.a 6.1.12.D.7.b 6.1.12.A.11.c 6.1.12.D.11.c RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • research the various sporting events that took place in Europe and Asia after WWI and WWII (Inter-Allied Games, Divisional football and baseball games). 	Class discussion and questions Written analysis	Also look at sports in Japanese Internment camps and prisoner of war camps Introduction of flag football

<p>12. compare the evolution of baseball during this time period from its “rowdy” beginnings to its role as America’s Pastime.</p>	<p>6.1.12.A.8.a 6.1.12.C.8.b 8.1.12.E.1 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • hold a class trial for members of the 1919 Chicago White Sox to determine whether they were guilty of fixing World Series games. 	<p>Mock trial</p> <p>Teacher observation</p> <p>Teacher rubric</p> <p>Peer assessment</p>	<p><i>Eight Men Out</i> – the story of the 1919 Chicago White Sox</p>
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<i>Sports and War: On the Battlefield and at Home – 1915-1950</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
13. understand the importance of the 1936 Olympic Games and athletes such as Joe Louis, Jesse Owens, and Max Schmeling.	6.1.12.B.7.a 6.1.12.D.7.c 6.1.12.D.9.b 6.1.12.A.11.a 8.1.12.E.1 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • read accounts of life in Germany in 1936. • evaluate the role that Max Schmeling played in Nazi Germany and analyze his relationship with Joe Louis. • view clips of the 1936 Olympic Games in Berlin. 	<p>Written analysis</p> <p>Written analysis Class discussion</p> <p>Question Guide</p>	
14. understand the increasing role of women in professional and Olympic sports during the World War time period.	6.1.12.C.7.b 6.1.12.A.8.a 6.1.12.C.8.b 8.1.12.A.2 8.1.12.E.1 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • research and debate the merits of the All-American Girls Baseball League. • research and present a female athlete from the WWII time period and highlight their contributions and struggles. 	<p>Teacher observation Class debate</p> <p>Class presentation/rubric</p>	<p><i>A League of Their Own</i> – the story of the All-American Girls Baseball League</p> <p>Women’s professional soccer in the U.K. during WWI</p>
15. evaluate the role the GI Bill had on intercollegiate sports.	6.1.12.C.12.d 6.1.12.A.13.b 6.1.12.C.13.b 6.1.12.C.13.d RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • research 1950s America and the advancements that would contribute to our modern sporting culture. • compare and contrast intercollegiate sports from preWWII to post-WWII. 	<p>In-class research</p> <p>Class discussion and questions</p> <p>Graphic organizer</p>	

IV. Cold War Sports: Politics, Civil Rights, and Major Leagues – 1945-1990:

Essential Question(s): a. What effect did the politics of sports have on the politics of our country during the Cold War era?

Enduring Understanding(s): a) During the era of the Cold War our ideas of modern sport really began to take shape. This was the era of integration, expansion, and television. The politics of the time period also made for interesting international sporting contests, including the 1980 Winter and Summer Olympic Games.

<i>Cold War Sports: Politics, Civil Rights, and Major Leagues – 1945-1990</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
16. examine the impact of the Cold War on international and Olympic sports and events,	6.1.12.A.12.a 6.1.12.B.12.a 6.1.12.D.12.b 6.1.12.A.15.a 8.1.12.E.1 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> research the significance of the 1980 winter and summer Olympic Games. analyze the similarities and differences in sporting cultures between the United States and the Communist Bloc countries. 	Video analysis worksheet In-class research Class discussion and questions Written analysis	<i>Miracle</i> – the story of the 1980 U.S. Olympic hockey team <i>Red Army</i> – the story of the Soviet hockey team during this time period

<p>17. analyze the role of television and marketing in the rise of professional and intercollegiate sports.</p>	<p>6.1.12.D.12.e 6.1.12.D.13.d 8.1.12.A.2 8.2.12.C.2 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • view and research old television clips and advertising campaigns associated with sports stars. • create a new advertising campaign designed for today's youth and contrast it with those of the 50s and 60s. 	<p>In-class research/discussion</p> <p>Teacher rubric</p>	
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<i>Cold War Sports: Politics, Civil Rights, and Major Leagues – 1945-1990</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
18. evaluate the Civil Rights movement and its impact on professional and intercollegiate sports (Jackie Robinson, Althea Gibson, Arthur Ashe, Bill Russell).	6.1.12.A.13.b 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.D.13.a 8.1.12.A.2 8.1.12.C.1 8.1.12.E.1 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> research athletes from various sports and present to the class their struggles and contributions to their sport. create a Civil Rights Sports Hall of Fame and nominate athletes from various sports to be inducted. 	Research and presentation Peer assessment Teacher rubric	42 – The story of Jackie Robinson
19. understand the growing influence of women in sport, and the introduction of Title IX.	6.1.12.A.13.b 6.1.12.D.13.a 6.1.12.D.13.c 6.1.12.D.13.f 8.1.12.E.1 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> create a graphic organizer highlighting interscholastic sports and whether they are primarily male, female, or both. hold a class debate on the issues and controversies surrounding Title IX. 	Graphic organizer Class discussion and questions Class debate/rubric	www.titleix.info

V. Modern Athletics and Big Business – 1990-Present:

Essential Question(s): a. How have sports changed from pastimes to multi-million dollar businesses?

Enduring Understanding(s): a) The era after the Cold War also saw a major shift in our sporting culture. This time, while marked with scandal, also saw the rise of large, long-term contracts, changes in rules, as well as reduction, further expansion, and change in alignments. Sports have become big business through ticket sales, merchandising, and television contracts.

Modern Athletics and Big Business – 1990-Present				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
20. evaluate the industry of professional Major Leagues in terms of movement, construction, labor relations, and merchandising.	6.1.12.B.14.b 6.1.12.B.14.c 6.1.12.C.14.b 6.1.12.C.14.c 8.1.12.A.2 8.1.12.C.1 8.1.12.E.1 8.2.12.C.2 RH.11-12.1-3 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> create a Major League sports franchise from scratch – planning location, investments, contracts, merchandise and facilities. present franchise proposals to the class. 	Class discussion and questions In-class research Peer assessment Class presentation/rubric	Look at teams that have relocated, expansion teams, and the building of new stadiums and arenas Major League Soccer Professional Women’s Leagues
21. examine the impact of the Olympic Games on host nations and the long-term costs and benefits of holding the Olympics.	6.1.12.B.14.b 6.1.12.B.14.c 6.1.12.C.14.b 6.1.12.C.14.c 6.1.12.A.16.c 8.1.12.A.2 8.1.12.C.1 8.2.12.A.2 RH.11-12.1-3 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> create a bid for a city and country to host the Olympic Games – analyzing costs, infrastructure, post-Olympic uses, traffic, and the impact on the local population. present findings to the class and have a vote on which city and country will host the Games. 	Class discussion and questions In-class research Peer assessment Class presentation/rubric	Current issues in hosting and bidding for Games See attached assignment

<i>Modern Athletics and Big Business – 1990-Present</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
22. explore how sports has become its own tourism industry and how that has evolved over time.	6.1.12.B.14.b 6.1.12.C.14.c 6.1.12.D.16.a 8.1.12.A.2 8.1.12.C.1 8.1.12.F.1 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • create the “Ultimate Road Trip” for a sports fan highlighting must see attractions, stadiums and museums based on a certain part of the country. • create a sports fan’s “bucket list” of sporting events and attractions that should be seen in their lifetime. 	Class discussion and questions In-class research Peer assessment Class presentation/rubric	See attached assignment
23. investigate the changing culture of sports during this time period in terms of cheating, big contracts, and extreme fandom.	6.1.12.D.14.c 6.1.12.D.15.b 8.1.12.C.1 8.1.12.E.1 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • research cases of cheating in sports and present the issues and solutions found in each case. • debate the exclusion of athletes from events and Halls of Fame based on suspected or confirmed cheating in their sport (Pete Rose, Barry Bonds, Lance Armstrong). • debate the role of the fan in major sports and understand why people act the way they do when sports are involved. 	In-class research Class debate/rubric Class debate/rubric	

<i>Modern Athletics and Big Business – 1990-Present</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
24. analyze the technological innovations in sports throughout history – from rules, to equipment, to how games are watched.	6.1.12.A.16.a 6.1.12.A.16.b 8.1.12.A.2 8.1.12.C.1 8.1.12.F.1 8.2.12.A.2 8.2.12.C.2 RH.11-12.1-3 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> • create a presentation highlighting the advancements in technological innovations in various sports. 	In-class research Class presentation/rubric	

VI. The Globalization of Sports:

Essential Question(s): a) What effect has the globalization of sports had on culture and sporting practices?

Enduring Understanding(s): a) Sports have always been worldwide – with many places having their own unique sports, or having their own unique rules. With the advent of the Olympic Games, and now with the ease of viewing global media – sports are more global than they have ever been.

<i>The Globalization of Sports</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
25. evaluate the rise and fall of international sporting contests such as the World Cup, Olympic Games, Tour de France, World Baseball Classic, and Pan-American Games.	6.1.12.D.14.a 6.1.12.D.15.b 6.1.12.A.16.c 6.1.12.D.16.a 8.1.12.A.2 8.1.12.E.1 8.2.12.C.2 8.2.12.D.4 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> research the history of various international sporting contests and present findings to the class on the issues surrounding the event. 	In-class research Written analysis Peer assessment	

<i>The Globalization of Sports</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
26. identify the popularity of sports and activities based on origins, location, and population.	6.1.12.D.14.d 6.1.12.D.14.e 6.1.12.A.16.a 6.1.12.D.16.a 8.1.12.A.2 8.2.12.D.4 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11	<ul style="list-style-type: none"> analyze the history of colonialism and its impact on the spread of sports and culture. create a map showing the locations of world sports and the concentration of sports on various locations. write an analysis of why certain sports exist in certain places, and why some sports are not popular in certain places. 	<p>Class discussion and questions</p> <p>Map creation</p> <p>Written analysis</p>	
27. examine the growing depiction of sports in popular culture (i.e. film, television, and literature).	6.1.12.D.14.f 6.1.12.A.16.a 6.1.12.D.16.a 8.1.12.F.1 RH.11-12.1-3 RH.11-12.6 WHST.11-12.1-10	<ul style="list-style-type: none"> view clips and read excerpts about popular sports. create a new story about a sport that does not get as much exposure as other, more popular sports – using an actual historical example as inspiration. 	<p>Video analysis worksheets</p> <p>Creative writing piece/rubric</p>	

<p>28. investigate the impact of the globalization of sports in the Technological Age with increasing exposure due to cell phones, the Internet, and satellite television.</p>	<p>6.1.12.D.14.f 6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.C.16.a 6.1.12.D.16.a 8.1.12.E.1 8.1.12.F.1 8.2.12.D.4 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10 CRP 2, 4, 6-8, 11</p>	<ul style="list-style-type: none"> • compare and contrast the way sports are perceived around the world, with the way they are perceived in the United States. 	<p>In-class research</p> <p>Class discussion and questions</p>	
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<i>The Globalization of Sports</i>				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>		<i>Students will:</i>		
29. evaluate the direction of sports at all levels within the context of globalization, technology, and science.	6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.D.16.a 8.1.12.A.2 8.1.12.C.1 8.1.12.F.1 8.2.12.D.4 RH.11-12.1-3 RH.11-12.6 RH.11-12.9 WHST.11-12.1-10	<ul style="list-style-type: none"> • create a Worldwide Sports Hall of Fame and nominate athletes from throughout history, sports, and cultures to induct into the “first” class. • research, debate and present findings to be voted on by the class. 	Class discussion and questions In-class research Peer assessment Class presentation/rubric	

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Hoophall.com – Basketball Hall of Fame
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Mlb.com – Official site of Major League Baseball
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Nfl.com – Official site of the National Football League
Nhl.com – Official site of the National Hockey League
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Sabr.org – Society for American Baseball Research
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APPENDIX A SAMPLE AUTHENTIC ASSESSMENT

Abner who?:
Sports Origins in North America

Instructions: Many sports originated here in North America, while others already existed, and others came from European settlers and immigrants. Some of the sports that we know and love today have been around for a long time, in some form – while others are fairly new in the grand scheme of history.

Your task will be to research the origins of a major American sport and then present your findings to the class. Your presentation should be visual – giving the class a good understanding of where your sport came from, how it developed, the rules, and how it is played today. Take us through the life of your sport, and analyze its impact on today's global society. Give us an idea of who the major players and developers were, and are, in your sport. Essentially you will become an expert in your sport and will teach the class. This will give us a good base to start from, as we discuss these sports in more depth over the semester.

Your presentations should present all your data in 5-7 minutes.

The Sports:

- ⇒ Baseball
- ⇒ Football
- ⇒ Hockey
- ⇒ Basketball
- ⇒ Golf
- ⇒ Soccer
- ⇒ Lacrosse
- ⇒ Tennis
- ⇒ Boxing
- ⇒ Horse Racing

The Analysis:

- ⇒ Where did the sport originate?
- ⇒ When did the sport originate?
- ⇒ Who created the sport?

- ⇒ When did the sport first appear in North America?
- ⇒ Did the sport come from some other activity?
- ⇒ How did the sport evolve over time? (Original to modern)
- ⇒ What are the rules of the sport? (Demonstration, video, diagram) ⇒
- Who are the top three players of the sport throughout history?

Sample Rubric – Presentation (NJ Speaking Rubric): Abner Who?: Sports Origins in North America

	Score Point 1 Inadequate Command	Score Point 2 Limited Command	Score Point 3 Adequate Command	Score Point 4 Strong Command
Content/Organization	<ul style="list-style-type: none"> ❑ Has little or no focus on central idea or topic ❑ Offers insufficient or unrelated details ❑ May have an opening or closing ❑ May have little or no conclusion/opinion ❑ Has little or no varied sentence structure and word choice 	<ul style="list-style-type: none"> ❑ Attempts to focus on a central idea or topic ❑ Lists related details but provides no elaborations ❑ May have an opening or closing ❑ Attempts to form a conclusion/opinion ❑ Has little varied sentence structure and word choice 	<ul style="list-style-type: none"> ❑ Conveys a central idea or topic ❑ Provides sufficient details; may have some elaboration ❑ Has an opening or closing ❑ Includes a conclusion/opinion that is linked to central idea or topic ❑ May use varied sentence structure and word choice 	<ul style="list-style-type: none"> ❑ Maintains clear focus on a central idea or topic ❑ Elaborates details to support central ideas ❑ Has an opening or closing ❑ Includes a clearly stated conclusion/opinion that is linked to central idea or topic ❑ Uses varied sentence structure and word choice

<p>Delivery (Spoken)</p>	<ul style="list-style-type: none"> ❑ Exhibits little or no awareness of audience ❑ Speaks too softly or loudly with little or no expression; gives no evidence of pacing or intonation 	<ul style="list-style-type: none"> ❑ Exhibits some awareness of audience through minimal or excessive eye contact or gestures ❑ Speaks too softly or loudly with little or no expression; gives little evidence of pacing or intonation 	<ul style="list-style-type: none"> ❑ Attends to audience through eye contact and gestures ❑ Speaks audibly with expression; attempts to use pacing and intonation 	<ul style="list-style-type: none"> ❑ Clearly attends to audience through eye contact and gestures ❑ Speaks audibly with expression; uses pacing and intonation effectively
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Olympic Committee Host Country Bid

Instructions: You are the head of your country's Olympic committee and have been put in charge with selecting a host city for either the 2022 Winter Olympics (the Winter Olympics need to take place on snow or ice) or the 2024 Summer Olympics. You will need to present your bid to a committee of other countries, in hopes of getting selected.

There are a number of things to consider when selecting the city for hosting the Olympic Games. Among them are: size of the city, available infrastructure, traffic, impact on the local communities, and tourism opportunities.

Each student will be given a part of the world to consider for hosting the Games. While some students may have the same part of the world, you will need to find different cities and countries – as happens during Olympic bids.

The areas of the world will be:

- ⇒ North America ⇒
South America
 - ⇒ Western Europe (U.K., Ireland, France, Spain, Portugal, Netherlands, Belgium)
 - ⇒ Central Europe (Germany, Switzerland, Italy, Austria, Czech Republic)
 - ⇒ Eastern Europe (Poland, Slovakia, Hungary, the Balkans, the Baltics, Ukraine, Russia)
 - ⇒ Northern Europe (Denmark, Norway, Sweden, Finland, Iceland)
 - ⇒ Africa/Middle East
 - ⇒ Southeast Asia/India
 - ⇒ East Asia (Mongolia, China, Korea, Japan)
 - ⇒ Oceania (Indonesia, Australia, New Zealand)
-

You will need to conduct research on your area of the world, and the city you choose for your bid. As stated above, you will need to consider many factors in your bid.

Things to consider:

- ⇒ What is the available **infrastructure**? Can existing facilities be used, will they need to be built, or a combination of the two? What would be the cost to build? Where will the athletes be housed? Who would pay for any building projects?
 - ⇒ What type of **transportation** is available? Is there a large international airport nearby? What is the condition of the road network? Will people be able to travel to and between events with ease? Is there good public transportation?
 - ⇒ What is the **weather** like for your selected Olympic Games? Will there be snow for the Winter Olympics? Will it be too hot for the Summer Olympics? Also, think about the hemisphere you are looking at.
 - ⇒ What will be the **impact** on the local communities? Is your location a large, medium, or small city? Will the city need to shut down in order for the games to run? Will people still be able to get to work and travel as they would on any other day?
 - ⇒ How will the games **benefit** your city and country? Will they provide further tourism opportunities? Will the event venues serve a dual purpose once the games are over? Does your city have existing restaurants and other tourist destinations for travelers?
-

Assignment:

You will conduct research on the guidelines above, as well as any other information you feel will be important to present. You will create a presentation (PowerPoint, Prezi, Keynote, etc.) and then present it to the class (also known as the Selection Committee). Once all presentations have been made the Selection Committee will narrow it down to three, with another vote then taking place to choose the winner. Your presentation should be thorough, but also succinct. You should include as many pictures and statistics as possible to give the Selection Committee a visual understanding of your bid.

Sample Rubric: Olympic Committee Host Country Bid

	Above Standard	Standard	Below Standard	Needs Improvement
Purpose	<ul style="list-style-type: none"> - Establish and maintain clear understanding of assignment - Clear identification of the process of the bid, and follows the instructions 	<ul style="list-style-type: none"> - Demonstrates clear understanding of assignment - Good understanding of the process of the bid, and follows the instructions 	<ul style="list-style-type: none"> - Inconsistent understanding of assignment - Vague understanding of the process of the bid, and does not completely follow instructions 	<ul style="list-style-type: none"> - Little or no understanding of assignment - Little attempt at the process of the bid, and does not follow instructions
Organization	<ul style="list-style-type: none"> - Logical sequence of the bid through well-developed ideas and descriptions 	<ul style="list-style-type: none"> - Good sequence of the bid through developed ideas and descriptions 	<ul style="list-style-type: none"> - Sequence of the bid – but not well developed or cohesive 	<ul style="list-style-type: none"> - Very little organization of the bid, and not well developed or cohesive
Content and Resources	<ul style="list-style-type: none"> - Accurate and specific information - Excellent use of resources 	<ul style="list-style-type: none"> - Accurate and fairly specific information - Good use of resources 	<ul style="list-style-type: none"> - Some inaccuracies and not too specific - Little use of resources 	<ul style="list-style-type: none"> - Information inaccurate and/or inappropriate for the assignment - No evidence of using resources

Mechanics and Style	- Accurate spelling, punctuation, and sentence structure	- Few errors in spelling, punctuation, and sentence structure	- Several errors in spelling, punctuation, and sentence structure	- Multiple errors in spelling, punctuation, and sentence structure
	- Length and layout appropriate for assignment	- Length and layout appropriate for assignment	- Length is too short/layout not accurate	- Length is too short/layout not accurate

Sample Rubric – Presentation (NJ Speaking Rubric): Olympic Committee Host Country Bid

	Score Point 1 Inadequate Command	Score Point 2 Limited Command	Score Point 3 Adequate Command	Score Point 4 Strong Command
Content/Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Has little or no focus on central idea or topic <input type="checkbox"/> Offers insufficient or unrelated details <input type="checkbox"/> May have an opening or closing <input type="checkbox"/> May have little or no conclusion/opinion <input type="checkbox"/> Has little or no varied sentence structure and word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to focus on a central idea or topic <input type="checkbox"/> Lists related details but provides no elaborations <input type="checkbox"/> May have an opening or closing <input type="checkbox"/> Attempts to form a conclusion/opinion <input type="checkbox"/> Has little varied sentence structure and word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Conveys a central idea or topic <input type="checkbox"/> Provides sufficient details; may have some elaboration <input type="checkbox"/> Has an opening or closing <input type="checkbox"/> Includes a conclusion/opinion that is linked to central idea or topic <input type="checkbox"/> May use varied sentence structure and word choice 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains clear focus on a central idea or topic <input type="checkbox"/> Elaborates details to support central ideas <input type="checkbox"/> Has an opening or closing <input type="checkbox"/> Includes a clearly stated conclusion/opinion that is linked to central idea or topic <input type="checkbox"/> Uses varied sentence structure and word choice

<p>Delivery (Spoken)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits little or no awareness of audience <input type="checkbox"/> Speaks too softly or loudly with little or no expression; gives no evidence of pacing or intonation 	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits some awareness of audience through minimal or excessive eye contact or gestures <input type="checkbox"/> Speaks too softly or loudly with little or no expression; gives little evidence of pacing or intonation 	<ul style="list-style-type: none"> <input type="checkbox"/> Attends to audience through eye contact and gestures <input type="checkbox"/> Speaks audibly with expression; attempts to use pacing and intonation 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly attends to audience through eye contact and gestures <input type="checkbox"/> Speaks audibly with expression; uses pacing and intonation effectively
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The Ultimate Road Trip

Instructions: Sports has become its own tourism industry. Sports fans will travel all over the world just to get a glimpse of their sporting heroes, see an event, or even just step into the hallowed halls of the greatest stadiums and arenas ever built. There are books, shows, and websites that devote themselves to how people can travel and see the greatest sports and sporting events on earth.

Your job will be to create the “Ultimate Road Trip” for a sports fan here in the United States. There are many sports, museums, and attractions for a sports fan to see in every region of the U.S.

You will be given a specific area of the U.S. to use as the basis for your road trip. You will then need to map out a week-long driving trip for a sports fan to take, and see as many games, stadiums, museums, training camps, birthplaces, cemeteries, and overall sporting attractions as possible. You will need to consider driving distances, places to stay, places to eat, and ease of travel (starting and ending in the same city). Be sure to think about the season that your road trip would be best in (spring/summer = baseball and soccer, fall = football – college and pro, winter = hockey and basketball – college and pro)

Your road trip can incorporate as many different sports as you want – or you could focus only on one sport – that’s all up to you.

You will be creating a **travel booklet** that should contain trip itineraries, pictures, and maps so that the sports fan will know where to go, and what to see.

Regions:

- ⇒ New England (Maine, N.H., Vermont, Mass., R.I., Conn.)
- ⇒ Mid-Atlantic (N.Y., N.J. Penn., Del., MD, Wash., D.C., Virginia)
- ⇒ Southeast (N.C., S.C., Georgia, Florida, Tenn., Alabama, Mississippi)
- ⇒ “Eastern” Midwest (Ohio, W.V., Ken., Indiana, Ill., Mich., Wis.)
- ⇒ Upper Midwest (Minn. Iowa, N.D., S.D., Neb., Missouri)
- ⇒ Midwest (Kansas, Okla., Texas, Ark., Lou.)

⇒ Mountain Time Zone (Mont., Idaho, Wyo., Utah, Col., Ari., N.M.)

⇒ West Coast (Wash., Oregon, California, Nevada)

Sample Rubric: Ultimate Road Trip

	Above Standard	Standard	Below Standard	Needs Improvement
Purpose	<ul style="list-style-type: none"> - Establish and maintain clear understanding of assignment - Clear identification of the road trip, and follows the instructions 	<ul style="list-style-type: none"> - Demonstrates clear understanding of assignment - Good understanding of the road trip, and follows the instructions 	<ul style="list-style-type: none"> - Inconsistent understanding of assignment - Vague understanding of the road trip, and does not completely follow instructions 	<ul style="list-style-type: none"> - Little or no understanding of assignment - Little attempt at the road trip, and does not follow instructions
Organization	<ul style="list-style-type: none"> - Logical sequence of trip itineraries through use of maps, photographs, and wellwritten paragraphs 	<ul style="list-style-type: none"> - Trip itineraries through use of maps, photographs, and paragraphs – but not perfect 	<ul style="list-style-type: none"> - Use of maps, photographs, and/or paragraphs – but not well developed or cohesive 	<ul style="list-style-type: none"> - Very little organization of the trip, which may or may not include maps, photographs, and paragraphs
Content and Resources	<ul style="list-style-type: none"> - Accurate and specific information - Excellent use of resources 	<ul style="list-style-type: none"> - Accurate and fairly specific information - Good use of resources 	<ul style="list-style-type: none"> - Some inaccuracies and not too specific - Little use of resources 	<ul style="list-style-type: none"> - Information inaccurate and/or inappropriate for the assignment - No evidence of using resources

<p>Mechanics and Style</p>	<ul style="list-style-type: none"> - Accurate spelling, punctuation, and sentence structure - Length and layout appropriate for assignment 	<ul style="list-style-type: none"> - Few errors in spelling, punctuation, and sentence structure - Length and layout appropriate for assignment 	<ul style="list-style-type: none"> - Several errors in spelling, punctuation, and sentence structure - Length is too short/layout not accurate 	<ul style="list-style-type: none"> - Multiple errors in spelling, punctuation, and sentence structure - Length is too short/layout not accurate
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APPENDIX B STANDARDS

HYPERLINKS TO STANDARDS

To access the standards for a specific content area, please click on the hyperlink.

Standard	Content Area	State Board Adoption Date	Required District Implementation of Revised Curricula
3	English Language Arts	May 4, 2016	September 2017
6	Social Studies	July 9, 2014	September 2015
8	Technology	October 1, 2014	September 2015
9	21st Century Life and Careers	October 1, 2014	September 2015