**Sports and the Modern Society Pacing Guide**

**Course: Sports and the Modern Society Grade: 10,11,12**

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| **Months/**  **Days** | **UNITS** | **STANDARDS** | **CONTENT**  **Topics being covered? What do students need to know? (*nouns*)** | **ACTIVITIES**  **w/Integration of Technology & Career Ready Practices** | **ASSESSMENTS**  **What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered?** |
| **September - October** | **Unit 1- Sports and Nationalism** | SOC.6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.  SOC.6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations  SOC.6.2.8.D.4 Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people  SOC.6.3.8.CS Recognize the value of cultural diversity, as well as the potential for misunderstanding  SOC.9-12.2.2 Cultural relativity  SOC.9-12.2.3.2 Social statuses and roles  SOC.9-12.4.1.1Privilege  SOC.9-12.4.1.2 Power  NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words  NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content  NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | Politics  Olympics  Protests  Democracy  National Socialism  Civil Rights  Terrorism  Media Targeting  Fan vs. Fanatic | Lecture  Discussion  Debate  Direct instruction  Constructed Response  View Documentaries | Quizzes  Tests  Response sheets  Constructed response  Debate Response  Essays  Google Slides presentations |
| **November** | **Unit 2 Sports as a Business** | SOC.9-12.2.3.2 Social statuses and roles  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content  NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  9.1.12.A.3 Analyze the relationship between various careers and personal learning goals.  9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.  9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.  9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions  9.2.12.C.7  Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.  9.2.12.C.1 Review career goals and determine steps necessary for attainment  9.2.12.C.3 Identify transferable career skills and design alternate career plans.  9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business  9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability | **Owners vs Players**  **NCAA**  **Profits**  **Money**  **Agents**  **Financial Planners**  **Amateur vs. Professional** | Lecture  Discussion  Debate  Direct instruction  Constructed Response  View Documentaries | Quizzes  Tests  Response sheets  Constructed response  Debate Response  Essays  Google Slides presentations  Google sheets presentations |
| **November/**  **December** | **Unit 3 Careers in Sports** | SOC.9-12.2.3.2 Social statuses and roles  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content  NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  9.1.12.A.3 Analyze the relationship between various careers and personal learning goals.  9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.  9.1.12.A.6 Summarize the financial risks and benefits of entrepreneurship as a career choice.  9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions  9.2.12.C.7  Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.  9.2.12.C.1 Review career goals and determine steps necessary for attainment.  9.2.12.C.3 Identify transferable career skills and design alternate career plans.  9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business  9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability | Education  Internships  Financial Planning  Work-Place Environment  Work Hours | Lecture  Discussion  Debate  Direct Instruction  Constructed Response  View Documentaries  Guest Speakers  Research | Q/A  Constructed Response  Google Slides Presentation |
| **December/**  **January** | **Unit 4**  **Transcendent**  **Athletes** | SOC.6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.  SOC.6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations  SOC.6.2.8.D.4 Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people  SOC.6.3.8.CS Recognize the value of cultural diversity, as well as the potential for misunderstanding  SOC.9-12.2.2 Cultural relativity  SOC.9-12.2.3.2 Social statuses and roles  SOC.9-12.4.1.1Privilege  SOC.9-12.4.1.2 Power  NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words  NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.  NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content  NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | **Culture**  **Race**  **Religion**  **Strength**  **Perseverance**  **Global Community**  **Multicultural** | Lecture  Discussion  Debate  Direct instruction  Constructed Response  View Documentaries | Quizzes  Tests  Response sheets  Constructed response  Debate Response  Essays  Google Slides presentations |