

# **The Study of the American Experience through Sports Curriculum Maps**

[Unit 1 - The Business of Sports](#)

[Unit 2 – Origins](#)

[Unit 3 - Sports & Social Change](#)

<p><b>Grade:</b> 11th/12th Grade  <b>Subject:</b> The Study of the American Experience through Sports</p>	<p><b>Unit 1 - The Business of Sports</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● <u>Unit 1 - The Business of Sports</u> will examine the business side of professional sports. There will be a comprehensive evaluation of the major sports organizations, franchises, and organized labor involved in the professional sports industry.</li> </ul>
<p><b>Enduring Understandings (Mastery Objectives)</b></p>	<ul style="list-style-type: none"> <li>● Examine the relationship between employers and labor in American professional sports.</li> <li>● Identify the significant people, organizations, committees, and groups involved in professional sports.</li> <li>● Analyze how business and sports are influenced by the media, changes in technology, and social values.</li> <li>● Differentiate the functions of major sport organizations and franchises in America.</li> </ul>
<p><b>Essential Questions (Instructional Objectives)</b></p>	<ul style="list-style-type: none"> <li>● What groups of people are involved in the sports business?</li> <li>● What are the different ways a professional athlete can make money?</li> <li>● How are player salaries different in various professional sports?</li> <li>● What is the role of management and agents in professional sports?</li> <li>● What is a union?</li> <li>● How does collective bargaining work?</li> <li>● What is the role of a General Manager in professional sports?</li> <li>● How has the media influenced sports and business?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>● Sports Industry</li> <li>● Ownership</li> <li>● General Manager</li> <li>● Labor</li> <li>● Unions</li> <li>● Financial Management</li> <li>● Professional Sport Agents</li> <li>● Sports Management</li> <li>● Player Salaries</li> <li>● University/College Athletics</li> <li>● Sports Marketing</li> <li>● Ticket Prices/Sales</li> <li>● Revenue/Revenue Sharing</li> <li>● Product Distribution</li> </ul>

	<ul style="list-style-type: none"> <li>● Advertisements</li> <li>● Merchandising</li> <li>● Branding</li> <li>● Endorsements</li> <li>● Social Media</li> <li>● Networking</li> </ul>
<p><b>Standards</b></p>	<p><b><u>NJCCCS Social Standards</u></b></p> <ul style="list-style-type: none"> <li>● 6.1.12.D.14.c-Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.</li> </ul> <p><b><u>NJCCCS 21st Century Life and Careers</u></b></p> <p>9.1 - Personal Financial Literacy, Strand A: Income and Careers</p> <ul style="list-style-type: none"> <li>● 9.1.12.A.5-Analyze how the economic, social, and political conditions of a time period can affect the labor market.</li> <li>● 9.1.12.A.8-Analyze different forms of currency and how currency is used to exchange goods and services.</li> <li>● 9.1.12.A.9-Analyze how personal and cultural values impact spending and other financial decisions.</li> </ul> <p>9.1 - Personal Financial Literacy, Strand D: Planning, Saving and Investing</p> <ul style="list-style-type: none"> <li>● 9.1.12.D.12-Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.</li> </ul> <p>9.3 - Career and Technical Education - Finance Career Cluster, Pathway: Securities &amp; Investments</p> <ul style="list-style-type: none"> <li>● 9.3.12.FN-SEC.1-Describe and follow laws and regulations to manage business operations and transactions in the securities and investments industry.</li> <li>● 9.3.12.FN-SEC.3-Plan, monitor and manage day-to-day securities and investments operations.</li> </ul> <p><b>New Jersey Student Learning Standards (History/Social Studies)</b></p> <ul style="list-style-type: none"> <li>● RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>● RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>● RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g.,</li> </ul>

	<p>visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <ul style="list-style-type: none"> <li>● RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>● RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</li> <li>● RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> <li>● RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>● RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B Creativity and Innovation</li> <li>● 8.1.C Communication and Collaboration</li> <li>● 8.1.D Digital Citizenship</li> <li>● 8.1.E Research and Information Literacy</li> <li>● 8.1.F Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1.A Nature of Technology: Creativity and Innovation</li> <li>● 8.1.B Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1.C Technological Citizenship, Ethics and Society</li> <li>● 8.1.D Research and Information Fluency</li> <li>● 8.1.E Communication and Collaboration</li> <li>● 8.1.F Resources for a Technological World</li> <li>● 8.1.G The Designed World</li> </ul>
<b>Interdisciplinary Standards</b>	<p><b>New Jersey Student Learning Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● RA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● RA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>New Jersey Student Learning Standards (Writing)</b></p>

	<ul style="list-style-type: none"> <li>● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● ICT Literacy</li> <li>● Life and Career Skills</li> </ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"> <li>● Civil Literacy</li> <li>● Environmental Literacy</li> <li>● Financial, Economic, Business and Entrepreneurial Literacy</li> <li>● Global Awareness</li> <li>● Health Literacy</li> </ul>
<b>Materials and Resources</b>	
<b>Notes</b>	

<p><b>Grade:</b> 11th/12th Grade  <b>Subject:</b> The Study of the American Experience through Sports</p>	<p><b>Unit 2 - Origins</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● <u>Unit 2 - Origins</u> will investigate the origins of a variety of professional sports. Students will study a comprehensive analysis of the events leading to the following establishments: National Football League, Major League Baseball, National Basketball Association, National Hockey League, Major League Soccer, and National Association for Stock Car Auto Racing.</li> </ul>
<p><b>Enduring Understandings (Mastery Objectives)</b></p>	<ul style="list-style-type: none"> <li>● Examine the evolution of professional sports in America and worldwide.</li> <li>● Analyze the impact of professional sports on American society.</li> <li>● Identify the major figures involved in the history of professional sports.</li> <li>● Evaluate how the role professional athletes changed American sports.</li> </ul>
<p><b>Essential Questions (Instructional Objectives)</b></p>	<ul style="list-style-type: none"> <li>● What is a professional athlete?</li> <li>● How were the origins of professional sports connected to history?</li> <li>● Who were the founders of the major professional sports?</li> <li>● How was the establishment of NASCAR impacted by Prohibition?</li> <li>● How does the National Football League work?</li> <li>● What is the difference between the National League and American League in professional baseball?</li> <li>● What is the role of the National Basketball League in professional basketball?</li> <li>● How does the National Hockey League function as a professional sports league?</li> <li>● What are the regulatory differences between Major League Soccer and FIFA?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>● National Football League <ul style="list-style-type: none"> <li>○ Walter Camp</li> <li>○ AFL/NFL</li> <li>○ Super Bowl</li> </ul> </li> <li>● Major League Baseball <ul style="list-style-type: none"> <li>○ Doubleday/Spaulding</li> <li>○ National/American Leagues</li> <li>○ World Series</li> </ul> </li> <li>● National Basketball Association</li> </ul>

	<ul style="list-style-type: none"> <li>○ NBA/ABA</li> <li>○ NBA Championship</li> <li>● National Hockey League <ul style="list-style-type: none"> <li>○ Evolution</li> <li>○ Expansion</li> <li>○ Canadian Influence</li> </ul> </li> <li>● Major League Soccer <ul style="list-style-type: none"> <li>○ FIFA</li> <li>○ Olympics</li> </ul> </li> <li>● NASCAR <ul style="list-style-type: none"> <li>○ Stock Car Racing</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<p><b><u>NJCCCS Social Standards</u></b></p> <ul style="list-style-type: none"> <li>● 6.1.12.A.8.a-Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</li> <li>● 6.1.12.D.3.e-Determine the impact of religious and social movements on the development of American culture, literature, and art.</li> </ul> <p><b>New Jersey Student Learning Standards (History/Social Studies)</b></p> <ul style="list-style-type: none"> <li>● RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>● RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>● RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>● RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>● RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</li> <li>● RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> <li>● RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> </ul>

	<ul style="list-style-type: none"> <li>● RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B Creativity and Innovation</li> <li>● 8.1.C Communication and Collaboration</li> <li>● 8.1.D Digital Citizenship</li> <li>● 8.1.E Research and Information Literacy</li> <li>● 8.1.F Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1.A Nature of Technology: Creativity and Innovation</li> <li>● 8.1.B Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1.C Technological Citizenship, Ethics and Society</li> <li>● 8.1.D Research and Information Fluency</li> <li>● 8.1.E Communication and Collaboration</li> <li>● 8.1.F Resources for a Technological World</li> <li>● 8.1.G The Designed World</li> </ul>
<b>Interdisciplinary Standards</b>	<p><b>New Jersey Student Learning Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● RA.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● RA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>New Jersey Student Learning Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● ICT Literacy</li> <li>● Life and Career Skills</li> </ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"> <li>● Civil Literacy</li> <li>● Environmental Literacy</li> </ul>



	<ul style="list-style-type: none"><li>● Financial, Economic, Business and Entrepreneurial Literacy</li><li>● Global Awareness</li><li>● Health Literacy</li></ul>
<b>Materials</b>	
<b>Notes</b>	

<p><b>Grade:</b> 11th/12th Grade  <b>Subject:</b> The Study of the American Experience through Sports</p>	<p><b>Unit 3 - Sports &amp; Social Change</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● <u>Unit 3 - Sports &amp; Social Change</u> will analyze the significant moments in history when sports and social change met. Each transformative event will be assessed for its impact on American sports as well as American history.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>● Examine the racial injustice in American sports and society throughout the Twentieth Century.</li> <li>● Identify significant figures of American sport and the Civil Rights movement.</li> <li>● Analyze the impact of American sports on the Civil Rights movement and racial injustice in America.</li> <li>● Evaluate the success of social changes in America through professional sports.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● How has the government interacted with both sports and social justice movements in American history?</li> <li>● What was the lasting impact of World War II on American sport?</li> <li>● Who was involved in American sports and the Civil Rights movement?</li> <li>● How has the role of the American athlete changed in regards to taking political or social stances on current event issues?</li> <li>● How was rural and urban America affected by professional sports?</li> <li>● What effect did the Vietnam War have on American society and sport?</li> <li>● What was the impact of the Cold War on American sports and international competition?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>● World War I <ul style="list-style-type: none"> <li>○ Hobey Baker</li> </ul> </li> <li>● Roaring Twenties/Mass Entertainment <ul style="list-style-type: none"> <li>○ Jack Dempsey</li> <li>○ Babe Ruth/Lou Gehrig</li> <li>○ Walter Hagen</li> <li>○ Red Grange</li> <li>○ Bobby Jones</li> </ul> </li> <li>● World War II <ul style="list-style-type: none"> <li>○ Hank Greenberg</li> <li>○ Ted Williams</li> <li>○ Bobby Jones</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Joe Louis</li> <li>○ Jackie Robinson</li> <li>● Civil Rights <ul style="list-style-type: none"> <li>○ Jack Johnson</li> <li>○ 1936 Olympics - Jesse Owens, Marty Glickman &amp; Sam Stoller</li> <li>○ Joe Louis</li> <li>○ Jackie Robinson</li> <li>○ Curt Flood</li> </ul> </li> <li>● Cold War Era <ul style="list-style-type: none"> <li>○ Korean War <ul style="list-style-type: none"> <li>■ Bobby Thompson/'Shot heard 'round the world'</li> </ul> </li> <li>○ Vietnam Era <ul style="list-style-type: none"> <li>■ Cleveland Summit</li> <li>■ Muhammad Ali</li> <li>■ Jim Brown</li> <li>■ Lou Alcindor</li> </ul> </li> <li>○ Miracle 1980 Hockey</li> </ul> </li> <li>● Politics/Terrorism/War on Terror <ul style="list-style-type: none"> <li>○ 1968 - Tommie Smith/John Carlos</li> <li>○ 1972 - Munich</li> <li>○ 1980 - US boycott Summer Games</li> <li>○ Pat Tillman</li> <li>○ NFL - Take a Knee</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<p><b><u>NJCCCS Social Standards</u></b></p> <ul style="list-style-type: none"> <li>● 6.1.12.A.8.a-Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</li> <li>● 6.1.12.D.11.d-Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</li> <li>● 6.1.12.A.12.b-Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</li> <li>● 6.1.12.D.12.d-Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</li> <li>● 6.1.12.D.12.e-Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</li> <li>● 6.1.12.A.13.b-Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action,</li> </ul>

Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

- 6.1.12.B.13.a-Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
- 6.1.12.D.13.a-Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- 6.1.12.D.14.b-Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
- 6.1.12.D.14.d-Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.D.15.c-Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.D.15.d-Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

**New Jersey Student Learning Standards (History/Social Studies)**

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<b>Interdisciplinary Standards</b>	<p><b>New Jersey Student Learning Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● CC.L.6-Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● CC.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>New Jersey Student Learning Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> </ul>

	<ul style="list-style-type: none"><li>● Information Literacy</li><li>● Media Literacy</li><li>● ICT Literacy</li><li>● Life and Career Skills</li></ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"><li>● Civil Literacy</li><li>● Environmental Literacy</li><li>● Financial, Economic, Business and Entrepreneurial Literacy</li><li>● Global Awareness</li><li>● Health Literacy</li></ul>
<b>Materials</b>	
<b>Notes</b>	