

Curriculum Proposal Form

Section 1: Overview

Date of Request:

Name(s) of Requestor: Cole Pottinger

Position of Requestor: High School Social Studies Teacher

Detailed Summary of Proposal: History of Sport

Section 2: Learning Plan

Detailed Course Description (registration guide summary):

Step into the past and explore how sports throughout the world shaped—and were shaped by—history. From the Olympics of ancient Greece to the civil rights struggles fought on the playing field, this course reveals how sports mirror society’s triumphs, tensions, and transformations. Students will dive into key historical moments through famous athletes, landmark events, and global competitions. Through discussions, projects, and media analysis, you’ll discover that every game tells a story far bigger than the score.

Course Structure (number of terms, course meeting frequency, length, etc.):

1 semester for 1 class period a day

Course Understandings <i>“Big Ideas” for the course</i>	Essential Questions <i>Break down understandings, Engage students in content. Basis for formative assessment.</i>	Specific Knowledge & Skills <i>Instructional curriculum, how the students will engage in the learning and show their knowledge.</i>
Sports as a Mirror: Sports are not just games, they reflect the values, social hierarchies, and political tensions of the era in which they are played.	1. Why do humans play, and how do ancient sports reveal the environmental and spiritual values of a civilization? 2. How did the Cold War turn the playing field into a "bloodless" battlefield for competing ideologies (Capitalism vs. Communism)?	1. Students will learn, teach and play ancient sports to help understand the values and environments of early civilizations. 2. Students will learn about the 1980 Olympics alongside the Cold War to analyze the ideologies and how sports were a part of the Cold War.
Narrative Power: The story of an athlete or a game can either reinforce or challenge dominant societal norms regarding race, gender, and class.	3. Can a sporting event (like the 1936 Olympics) be an effective tool for state propaganda or resistance? 4. How do individual athletes navigate the Civil Rights Movement by using sports?	3. Students will be able to describe the major players of the 1936 Olympics and how both sides were using them for either propaganda or resistance. 4. Students will be able to explain

		the challenges Jackie Robinson faced and how he used his struggle in Baseball to create change in America.
Globalization: The spread of sports is linked to colonialism, industrialization, and the development of global media.	5. In an era of global conflict, can international sports foster diplomacy, or do they simply heighten nationalism?	5. Students will analyze and explain how Ping Pong Diplomacy and Nelson Mandela were both used politically.

Unit Breakdown:

Unit	Unit Description	Anchor Standard	Benchmark
Unit 1: The Passion of Sports	In this unit we will look at how and why sports were created. We will also look at how sports mirror society throughout history.	9.4.18.1 Evaluate different narratives about how human migration led to environmental changes and human adaptation.	
Unit 2: The First Sports	In this unit we will look at the first sports from around the world and have kids research, teach and play ancient sports.	9.4.18.2 Examine dominant and non-dominant narratives about the development of cities, societies, and empires in Asia, the Americas, and Africa.	
Unit 3: Industrialization & Modernization of Sports	In this unit we will look at how the Industrial Revolution was mirrored through the spread of sports.	9.4.18.5 Evaluate conflicting narratives about the causes and the regional and global impact of the Industrial Revolution.	
Unit 4: World Wars & Great Depression	In this unit we will look at how the World Wars & Great Depression were mirrored in the Olympics and the Boxing Ring.	9.4.18.14 Analyze the connections between nationalism, Fascism, and World War II on a global scale and in the United States.	
Unit 5: The Civil Rights Era	In this unit we will look at how America was using sports to help fight for the Civil Rights Movement.	9.4.18.15 Analyze complex and interacting factors within the Long Civil Rights Movement, identifying obstacles and strategies	

		used by various groups.	
Unit 6: Women in Sports & The Cold War	In this unit we will look at how title IX and the battle of the sexes mirrored the fight for gender equality in America. We will also examine how the Olympics and Miracle on Ice might have been a part of fighting the Cold War.	9.4.18.7 Identify how ideas and norms about gender and sexuality have changed over time and how groups have advocated for equality.	
Unit 7: Sports in Modern Times	In this unit we will look at global conflict and how sports helped to solve these conflicts.	9.4.18.6 Examine conflicting narratives about the past and identify how these narratives can lead to global conflict.	

Instructional Materials that support course outcomes: *In detail, please list instructional materials that will be used as part of this course.*

Title	Author(s)	Estimated Cost
<i>Base Ball: A Journal of the Early Game Chapter: Antebellum Growth & Spread of the New York Game</i>	<i>Richard Hershberger</i>	<i>\$0.0</i>
<i>Teaching U.S. History Through Sports Chapter: The Shaping of "Women's Sport"</i>	<i>Brad Austin & Pamela Grundy</i>	<i>\$0.0</i>
<i>Hastings High School Library Resources</i>		<i>\$0.0</i>

Total Cost:

Are there any recurring or long-term budget commitments for this proposal?

There are no budget commitments for this proposal related to curriculum or textbooks needed.

Section 3: Impact Analysis

What has been the history, process, and needs analysis regarding this request?

This course will offer an option to those students who are not interested in other social studies or school wide elective options. We do not have another course that talks about sports although sports are one of the most popular activities in the world.

How will this request impact your subject area or other departments across the school community?

I would expect this course to be widely popular from day one and I think it will help draw students who are just taking an elective course for the purpose of taking a course and will instead give them an option they are actually interested in.

How will this request benefit or otherwise impact learners?

Similar to above, we do not offer anything remotely close to this option. I think it will give students the option to learn about American and World history through the lens they are most interested in, sports.

Section 4: Approval

Reviewed by: Signed by each after approval
Department Head
Principal
Director of Teaching and Learning