



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Board of Education of School District No.73 (Kamloops-Thompson)	School District/Independent School Authority Number (e.g. SD43, Authority #432): 73
Developed by: Jordan P. Backman	Date Developed: December 7, 2015 (updated February 8, 2019)
School Name: Sa-Hali Secondary School	Principal's Name: Rachael Sdoutz
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Sports History	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): English 10, Social Studies 10

Special Training, Facilities or Equipment Required:

Course Synopsis: Sports play a large role in contemporary society worldwide. However, few of us pause to think about the larger questions of money, politics, race, sex, culture, and commercialization that surround sports everywhere. This course draws on the tools of anthropology, sociology, history, and other disciplines to give you new perspectives on the games we watch and play.

Goals and Rationale: Sports have become such a major part of global society that scholars have been turning more attention to trying to understand them. There are many exciting new concepts and insights in the growing field of sports studies that we will explore in the class.

****NOTE:** This course is designed to implement the new curriculum using the core competencies within the BCEdPlan. Much of the focus will be on the social responsibility aspect and how to integrate collaboration and community connections. An example of how this will be accomplished is by interviewing both current and former professional athletes within the community. A field trip to the Tournament Capital Centre to visit the Kamloops Sports Hall of Fame will also be organised. As this course progresses, so will the connections within the community.

Aboriginal Worldviews and Perspectives: *Aboriginal Worldviews and Perspectives will also be a continuing theme in this course. We will explore the evolution of the North American Indigenous Games as well as the traditional indigenous games and activities. Prominent Indigenous athletes such as Jordin Tootoo, Gino Odjick and Tom Longboat will be examined. Community connections will be furthered by inviting Indigenous elders to speak in the classroom environment.*

Declaration of First People's Principles of Learning:

- Sports History supports the development of self in support of connecting with others.
- Learning is embedded in memory, history, and story.
- Exploration of one's identity, philosophy and ethics.

Declaration of Aboriginal Worldviews and Perspectives:

- Community involvement (process and protocols)
- The power of story.
- Leadership
- A positive learner-centered approach
- Community engagement
- Local focus

BIG IDEAS

Olympic Games Past & Present	The Role of Professional Sports in Society	Globalization of Sport	Business of Sports Influence on Popular Culture	Student vs Athlete
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Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <ul style="list-style-type: none"> • Introduction to key concepts in sports studies, including the distinctions between play, games, and sports. Concepts will be built upon the development of the first recorded Olympic Games in 776 BC in Olympia, Greece. • Examination of the 19th century rise of organized professional sports. The four major North American sporting leagues may be the focus. • Exploration of the globalization of sports, and the relationship between sports and politics, nationalism, and social protest. Case studies that will be examined may include: Hitler’s 1936 Berlin Olympics, Tiger Woods influence on golf, NHL player Willie O’Ree breaking the colour barrier for the Boston Bruins, and, perhaps most famously, Jackie Robinson’s entrance into baseball. • Examine the enormous growth of the multi-billion dollar business of sports, including ever increasing salaries, television broadcasting rights, video games, apparel, licensing, to naming rights on stadiums. Case studies may focus on apparel giant Nike, and on the 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • analyse primary and secondary sources (historical evidence) with reference to the Olympic Games. <ul style="list-style-type: none"> – reliability – bias and point of view – corroborating and conflicting evidence • assess significant historical events in relation to social, political, economic, technological, cultural, gender, race and geographic factors. • assess the value and importance of professional organized sports. • apply critical thinking in regard to the evolution of professional sports—including questioning, comparing, summarizing, drawing conclusions, and defending a position—to make reasoned judgements about a range of issues, situations, and topics. • demonstrate effective research skills, including <ul style="list-style-type: none"> – accessing information – assessing information – collecting data – evaluating data – organizing information – presenting information

<p>current \$39.6 billion NFL television broadcasting rights that run from 2014-2022.</p> <ul style="list-style-type: none"> Prospective students should be aware that gender in sports will be a focus throughout this course and ALL students will have the opportunity to research a variety of women athletes. Some prominent examples may include: Danica Patrick, Ronda Rousey, Lisa Leslie, Annika Sorenstam, Nancy Lopez, Michelle Wie, Manon Rheaume, Hayley Wickenheiser, Cassie Campbell-Pascall, Billie Jean King, Martina Navratilova, Serena Williams, Maria Sharapova, Caroline Wozniacki, Genie Bouchard, Alex Morgan, Lindsay Vonn, Jackie Joyner-Kersey, and Clara Hughes. 	<p>– citing sources</p> <ul style="list-style-type: none"> demonstrate effective written, oral, and - graphic communication skills. integrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration. represent what it means to be a global citizen within the intricate realm of the sporting community. distinctive Canadian programs and policies in regards to race/inclusion. important Canadian cultural achievements that have helped shape our Canadian sports identity.

Content – Elaborations

Sports over the last hundred years has affected modern popular culture and has often reflected changing social attitudes and standards. Sports has also seen rapid advances in techniques and achievements in records and levels that reflect the commitment by the athletes. This creates a desire to emulate our sports heroes and to mimic their current fashions and lifestyle.

Recommended Instructional Components:

The instructional approach taken in this class aims to help students to learn on their own, and to become lifelong learners and active researchers. Students will be introduced to the subject matter through viewing and reading of the most current scholarly literature on sport history and through their gathering and critically examining primary source documents.

Instructional Methods:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modelling
- practical creativity
- brainstorming
- group work
- analysis of film/video

Recommended Assessment Components:

Students will take turns acting as discussion facilitators, generating readings questions, and leading class discussion as well as posting reflections following classes. Students will enhance their skills in critical reading, writing, analysis, through participating in the peer-review process throughout the year, presenting their work in both written and verbal forms.

- Fifty percent (50%) of the grade will be based on evaluations conducted throughout the course.
- Fifty percent (50%) of the grade will be based on summative unit reflection journals and/or other evaluations suitable to the course content such as a Final Presentation of Learning.

Type of Assessment	Category	Details	Weighting (%)
Formative (50%)	Practical Applications Self-Rating Scale	Weekly Logbook	10
		Research Projects	40
Summative (50%)	Final Unit Assessment	Unit Reflection Journals	30
		Final Presentation of Learning <i>*Students will use Weebly or similar platform to design a website/blog to demonstrate their learning. Members of the community will be invited to participate.</i>	20
		Total	100%

Performance Methods	Personal Communication	Other
project proposal outline	group dialogue	weekly assessment
video logbook submissions	student/instructor/dialogue	teacher anecdotal records
projects	logbook reflection	teacher log
portfolio	self evaluation	rubrics
video evaluation	peer evaluation	rating scales
posters/invitations to presentation		

Learning Resources:

Ancient Olympics: Let The Games Begin https://www.youtube.com/watch?v=5u5T-FOW8_8

Aboriginal Traditional Games and Activities

<https://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities>

The History of the Olympics <https://www.youtube.com/watch?v=vzCJSZufTS8>

1968 Olympics: The Black Power Salute <https://www.youtube.com/watch?v=jnvCiKUILAw>

ESPN 30 for 30: Broke (2014) <https://www.youtube.com/watch?v=va2qj4Zv4QM>

ESPN 30 for 30: Sole Man (2015) <https://www.youtube.com/watch?v=WxcTZn8UCtg>

ESPN 30 for 30: How Tracy McGrady Wound Up With Adidas (2015)

<https://www.youtube.com/watch?v=1G1ZTmNFuPA>

Bigger Stronger Faster (Documentary) <https://www.youtube.com/watch?v=YAFkrZxUWSq>

42: The Jackie Robinson Story (2013) Warner Brother Films.

Inside Story: Can sports superstars justify super salaries?

<https://www.youtube.com/watch?v=x0j7ydeqkhg>

The 10 Highest Paid Athletes in the World <https://www.youtube.com/watch?v=Ve0j5kbajRM>

The NCAA vs Ed O'Bannon lawsuit explained

<https://www.youtube.com/watch?v=vqFdiMwSHq0>

Manon Rhéaume TSN segment 2015 <https://www.youtube.com/watch?v=K2eijZwQMMc>

Women in Sports Documentary <https://www.youtube.com/watch?v=YF7kXUxd2N0>