

Superintendent File: IGA-E

DISTRICT COURSE PROPOSAL FORM

The course proposal must be submitted to the Curriculum, Instruction and Assessment (CIA) department. If the course proposal is received after the due date (second week in September), the course will be considered for the next course proposal cycle.

NOTE: Confirm the proposal for a new course with your Building Administrator prior to completing this form.

- ❑ Check with your school Registrar to review the DCSD course master and determine that this proposed course does not already exist. If it does not, proceed as follows:

Course Proposals are due by the third week in September in order for it to become active for the following school year.

- Timeline: [Link to timeline](#).
- Open this document and save a copy titled “Course Proposal [Course title].” Share this with a designee in the Curriculum, Instruction, and Assessment (CIA Department).
- Complete all sections. If you have any questions, contact the CIA Department at 303-387-9504.
- Upon completion, a digital copy of the proposal needs to be shared with CIA and will be sent out to get the required signatures.
- This form will be processed by the CIA Department and then forwarded to the Board of Education for approval.
- If approved, the course will be available to all applicable schools within the district.
- Course proposal forms are presented to the Board of Education in October.

Date: 9/19/2023	To check a box in a google doc, right-click and choose the ✓
Group(s) initiating this proposal (<i>check all that apply</i>):	<input checked="" type="checkbox"/> Teachers <input type="checkbox"/> Administrators <input type="checkbox"/> Students <input type="checkbox"/> Citizens
Name of school and individual completing this form:	Chaparral High School-Kevin Fopma
Name of the building administrator assigned to support the completion of this course proposal:	Craig Bowman
Contact Information (phone number, e-mail address):	712-449-5997, kfopma@dcsdk12.org , 15655 Brookstone Dr, Parker, CO 80134
Course Title:	Sport in Americana
Department in which this course is assigned. (<i>the department designation is used for state coding and influences the highly qualified teacher status</i>)	Social Studies
Credit (<i>checkbox</i>):	<input checked="" type="checkbox"/> 0.5 (one semester) <input type="checkbox"/> 0.25 (quarter) <input type="checkbox"/> 1.0 (two semesters) <input type="checkbox"/> N/A
The proposed course is (<i>checkbox</i>):	<input type="checkbox"/> Core (Science, English, Math, Social Studies) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Other _____
Is this a CTE or dual credit course? <i>If yes, CTE Coordinator approval required.</i> <i>Please contact the CTE coordinator for guidance and requirements.</i>	<input type="checkbox"/> Yes - Check all that apply <input type="checkbox"/> CE <input type="checkbox"/> CTE <i>Contact the CE/CTE Coordinator before proceeding further</i> <input checked="" type="checkbox"/> No
Grade level(s): HS, MS, ELEM	HS

DESCRIPTION:

Provide a brief course description as it would appear in the District's course master. A course description should provide the reader (parents, students, public, administrators, etc.) with an overview of the main concepts/topics taught and what skills students will be acquiring in the course. *Refer to the School Courses for the Exchange of Data ([SCED Code Lookup](#)) for commonly used course descriptions.*

➤ SCED Code Number (This number is used for state reporting): **04 149**

➤ **Course Description:**

This history elective will examine the development of sport(s) in America. Our historical study will focus on helping students gain a better understanding of the inner relationship that sports has on social, economic, cultural, and political forces that are at work in the United States as well as the world. Students will examine the historical context as well as the significance of race, gender, ethnicity, and social class. Students will do **an** historical investigation through readings, primary sources, audio, and visual materials as well as class discussions and projects including field trips, podcasts, and video creation.

ALIGNMENT WITH DOUGLAS COUNTY'S CURRICULUM

Please write a detailed description of how the course **aligns and assesses the DCSD-Curriculum (Knowledge and Skills from the Colorado Academic Standards):**

- Is this course AP or IB? **NO**
If yes, provide the course overview from AP or IB.
- Detailed description:
This course fits into the alignment of courses at our school as it would provide students an opportunity to learn about a subject many are interested in, while providing additional historical context on a variety of subjects in American history. In addition to learning about history, this class would incorporate opportunities to get real-world experience in media, marketing, and sports management. Lastly, this class would be designed to incorporate significant doses of reading and writing to help these students improve their skills as they move into college or the workforce.
- In the space provided below list the CAS (Colorado Academic Standards) that is aligned to the course
 - Colorado Standard 1: History
 - Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.
 - Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.
 - Analyze continuity and change in eras over the course of United States history.
 - Analyze the complexity of events throughout United States history. For example: the Civil Rights Movement, migration, immigration and displacement, mass media, landmark Supreme Court cases, and the war on terror.
 - Colorado Standard 1: Essential Skills

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts, including multilingual. (Civic/Interpersonal Skills: Communication)
- Synthesize ideas in original and innovative ways. (Entrepreneurial Skills: Creativity/Innovation)
- Integrate and evaluate content presented in diverse media and formats.
- Process and effectively communicate and present information orally, in writing, and through development of websites, multimedia presentations, and other forms of technology.

IMPLEMENTATION NEEDS:

How does this course fit into the overall educational program?

- Provide the following information:
 - Unit by unit or week by week outline of the course

Curriculum Map---Sport in Americana

Unit 1: History of Sports and Olympics/Security of Sports	Pacing: 12 Days
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Essential Question(s): What is Sport? How have sports helped shape culture? What are the major differences between sports then and sports now?

Content/Key Concepts	Key Topics	Learning Activities/Resources
1. Role of Sports and Society 2. Foundation of Sports 3. Modern Sports-Olympics	Olympics 1. Hitler’s Games (1936) 2. Lake Placid Games (1980) 3. Ancient Olympics 4. Modern Olympics	Book: Boys in the Boat Movie: Miracle Articles on Modern Olympics-Cost, production, security, training, advertising USOC Museum Trip and Resources

Unit 2: Politics and the Rise of Modern Sports/Basketball	Pacing: 15 Days
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Essential Question(s): Do politics have a role in the development of sports? What are the major differences between amateur and pro athletes? How has the rise of intercollegiate sports influenced society? What influence has sport and competition had on society?

Content/Key Concepts	KeyTopics	Learning Activities/Resources
<ol style="list-style-type: none"> 1. Nationalism/Social Messages 2. Role of the Amateur vs Pro 3. Rise of Intercollegiate Sport 4. Growth of American team sport and competition 	<ol style="list-style-type: none"> 1. Nationalism 2. Amateurism 3. NBA/ABA 4. NCAA 	<ul style="list-style-type: none"> • NFL & Military • Protests • ESPN & Politics • Mexico City Games (1968) • Sports Reporter In Class Interview • GOAT Debate • Sports Reporter Assignment

Unit 3: Race/Gender and Sports/Baseball	Pacing: 12 Days
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Essential Question(s): Have sports acted as a conduit for change in society? How has society changed because of sport?

Content/Key Concepts	KeyTopics	Learning Activities/Resources
<ol style="list-style-type: none"> 1. Sport and Social Issues 2. Sport, Ethnicity, and the quest for equality 3. Sports and the Civil Rights Movement 	<ol style="list-style-type: none"> 1. MLB 2. Jim Brown 3. Muhammad Ali 4. Jackie Robinson 5. Negro League 6. Civil Rights 7. Babe Dickerson Zaharias 8. Women's War Baseball 9. Title IX 10. USWNT 11. Steroids-PED 	<ul style="list-style-type: none"> • Title IX and its impact on schools-universities and Women's Sports--Connection to the Feminist Movement • Battle of the Sexes • Remember the Titans • 42 • A League of Their Own • Socratic Seminar-Who is the Home Run King? • Baseball Hall of Fame Virtual Tour

Unit 4: Business and Sports/Football	Pacing: 12 Days
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Essential Question(s): Wha impact does business play in sports? How are professional sports linked to the economy? How has sports influenced the economy?

Content/Key Concepts	Key Topics	Learning Activities/Resources
<ol style="list-style-type: none"> 1. Role of Business in sport 2. Linking the economy to professional sports 3. Impact of sports on the economy (local/state/national/global) 4. Expansion Teams and Teams Moving-Colorado Avalanche and Colorado Rockies as case studies 	<ol style="list-style-type: none"> 1. NFL 2. Commercialization 3. Endorsements 4. Free Agency 5. Taxes 6. Video Games 7. Expansion and Moves-what are the differences and similarities? 	<ul style="list-style-type: none"> ● Peyton’s Place: The Forward Pass ● Taxes on Stadium Build ● MLB Ballparks-Early, Cookie Cutter, Modern Parks ● Advertising on Stadiums-Corporate Sponsorships (Discuss with Kroenke, Rockies, or Broncos employee) <ul style="list-style-type: none"> ○ Look at what naming rights go for ● Commercials: Analyzing commercials with athletes and for athletic gear. ● Analyze different sporting goods companies ● Spotrac Project-Build a team in free agency using Spotrac---What qualities are you looking for in players and a coaching staff? Have an overall organization budget. Draw out of a hat for a team. ● Field Trip to Dove Valley? ● Changes and developments to video games

Unit 5: Impact of Sports in America/Hockey, Soccer, Golf, Boxing, Tennis	Pacing: 12 Days
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Essential Question(s): What is the role of youth sports in American culture? Why is cheating so rampant in sports today? (use of performance-enhancing drugs) Are we making athletes safer? What has caused the sport popularity ban? How has the media impacted sports? What types of media have impacted our local teams?

Content/Key Concepts	Key Topics	Learning Activities/Resources
<ol style="list-style-type: none"> 1. Youth Sports 2. Sports and Cheating 3. Concussion Epidemic 4. Impact of Sports on Society 	<ol style="list-style-type: none"> 1. NHL 2. Concussion-Protocols 3. Equipment 4. ESPN 	Fake Gambling Activity?-Similar to a stock market game Tour Altitude Studios and KKFN

	5. Gambling 6. Sports Entertainment 7. Boxing 8. Tennis/Golf-Major Tournaments 9. Cost of Youth Sports	Tim Donaghy Betting- Podcast with Pat McAfee
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Unit 6: Heroic Athletes/Teams and Colorado Sports	Pacing: 15 Days
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Essential Question(s): What impact do athletes have on society and in the life of everyday citizens? Should athletes be looked upon as role models? Why have extreme sports become so popular?

Content/Key Concepts	Key Topics	Learning Activities/Resources
1. Heroes in Sport 2. Role Models?	1. Michael Jordan 2. Lebron James 3. Tiger Woods 4. 72' Dolphins 5. Other Iconic Athletes & Teams 6. Colorado Sports-90's Buffs, 90's Broncos, 96 & 01 Avs, Rocktober 7. Colorado Sports Hall of Fame	<ul style="list-style-type: none"> ● The Gospel According to Mac-30 for 30 ● 96 Avalanche ● 97 Broncos ● 98 Broncos ● 01 Avalanche ● 15 Broncos ● 22 Avalanche ● 23 Nuggets

- Flow chart of where this course fits in a subject area pathway (what courses precede and follow the proposed course, if any).

Describe the process and timeline for the development of necessary teacher resources, including instructional ideas, trainings, methods, materials, and technology.

- Majority of information is already compiled into this document using the curriculum map. Using ESPN 30 For 30 series and Peyton's Places, articles, Chaparral Library for Research Paper, *Boys in the Boat* for book report, numerous "hands on" projects including field trips to Altitude Sports, Denver Broncos, Kroenke Sports, etc.

Describe any textbooks, required curriculum material and/or supplemental materials necessary to support the proposed course. (See the [Textbook Novel Adoption Website](#)).

- [Boys in the Boat](#) by Daniel James Brown
- Articles that are linked above in the Curriculum Map

What physical arrangement (buildings, equipment, technology, room, land) is necessary in order to support the proposed learning activities?

- Classroom space, Projector and Computer.

Is there an impact regarding the building schedule?

- Yes, explain the impact
- No

BUDGET: What is the estimated three-year budget (in detail) for the course? Include items such as books, FTE, training, and other resources. It is critical that the budget detail provided is current and comprehensive.

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FEE: If a fee is associated with this course please include the suggested fee and the rationale for the fee. Please work with the appropriate Executive Director of Schools and CIA Department designee to ensure the suggested fee is approved in accordance with Board Policy JQ: Student Fees. [Please complete the fee proposal form.](#)

SYSTEMS CHECK and NEEDS ASSESSMENT:

At the building level, content-specific team members review needs for this proposed course.

Participants:

Participant Name	Comment(s), Concern(s), or Question(s)
Kathy Gappinger	Great opportunity for our students, they are going to love it!
Steve Block	Looks fun and a great option for kids!
Rob Johnson	I see a high amount of kids that would be intrigued by this class. It's a great way to meet kids (athletes or non-athletes) in their greatest interest area.
Damon Larson	This looks like a great opportunity for kids to study, explore, learn, and grow. There is a vast potential for learning and for a positive impact upon every student who takes the course. I give this 42 thumbs up.
Sarah Howard	This course will be incredibly engaging for students. It will be interesting for student athletes and non-student athletes alike!!

- Forward with approval
- Forward with following comment(s), concern(s), or question(s):
(Indicate consensus or % approval.)
- Do not forward because:

A group of 5 content-specific peers have reviewed the course. Please note no more than one representative can be included from the same building.

Participants:

Participant Name	School/Content	Comment(s), Concern(s), or Question(s)
Kelsey Ubben	Douglas County High School/Individuals and Societies	Looks like a great course to show students how sports affect politics, media and our everyday lives. Could use a general women in sports unit!
David Sapienza	HRHS	Looks like a great opportunity for students. Could include more inclusion of women in sports. E.G.--WNBA, NWSL, more contemporary athletes etc.
Cory Hawk	Mountain Vista	Interesting to see these two comments as I was going to make the same suggestion to include more women in sports. Great opportunity for students should generate a great deal of interest. The impact of sport on several aspects of life and society will help students make many real-world connections.
Patrick Fairchild	Castle View High School	Mr. Fopma and I discussed the course outline as well as scope and sequence. I have also agreed to assist Kevin and collaborate with him in curriculum development. We talked about the successes and struggles of the Castle View course Sports History. Kevin seems to have a well thought out plan for the course and even has some cool plans to do some field trips around the state to sports organizations to observe how they operate.
Jay Nelson	Legend High School	Maybe include addressing state standards in reading comprehension and communication (written and oral).

Forwards with approval

Forwards with following comment(s), concern(s), or question(s):
(Indicate consensus or % approval.)

Do not forward because:

Level administrators (principals) have met and provided a district-wide review of the course.

Participants:

Forwards with approval 12/13 with 1 abstaining

Forwards with following comment(s), concern(s), or question(s):
(Indicate consensus or % approval.)

Do not forward because:

Course competencies aligned with CCHE Publication: College Entry Level Expectations, which can be found on the web at <http://www.state.co.us/cche/pubs/readyable.pdf>

Yes

No

SIGNATURES/APPROVALS

Does the Building Administrator approve the adoption of this course?

****Your signature below indicates your approval of the adoption of this course****

Date Sep 17 2024

Building Administrator Signature *Greg Gatchey*

Does the Director of Curriculum, Instruction, and Professional Growth approve the adoption of this course?

****Your signature below indicates your approval of the adoption of this course****

Date Sep 17 2024

Director of Curriculum, Instruction and Professional Growth Signature *Erica Mason*

If the course is CTE this signature box must be completed.

Does the CTE Coordinator approve the adoption of this course?

****Your signature below indicates your approval of the adoption of this course****

Date _____

CTE Coordinator Signature _____

Does the Executive Director of Schools approve the adoption of this course?

****Your signature below indicates your approval of the adoption of this course****

Date Sep 17 2024

Executive Director of Schools Signature *Kristin Drury*

Does the System Performance Officer approve the adoption of this course?

****Your signature below indicates your approval of the adoption of this course****

Date Sep 17 2024

System Performance Officer Signature *Matt Reynolds*

Does the Assistant Superintendent approve the adoption of this course?

****Your signature below indicates your approval of the adoption of this course****

Date Sep 17 2024

Assistant Superintendent Signature *Danny Winsor*

Does the Board of Education approve the adoption of this course?
****Your signature below indicates your approval of the adoption of this course****

Date of BOE Meeting _____

Signature _____

Office use		Entered by:
Credit Type(s): (<i>Fine Art, Science, Practical Arts, etc.</i>)	ELE	
Department Code:	SST	
Course Number:	851001	
Date entered in Infinite Campus database:		
Course Mapping SCED Code:	04 149	
Course entered in NCAA database (if applicable):	N/A	Does not meet NCAA Core requirements
Lock Program ID VIP code:	N/A	
Lock VE CIP code:	N/A	
Add to HEAR list Yes or No		

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