



Board/Authority Authorized Course Framework

School District/Independent School Authority Name: School District 68 – Nanaimo / Ladysmith	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD68
Developed by: Darby Halsall	Date Developed: February 2025
School Name: Nanaimo District Secondary School	Principal's Name: Ricki Bartlett
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 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required: Classroom with projector and whiteboard, access to field facilities on site, and PHE equipment.

Course Synopsis: Sports History 12 brings together two different worlds of Sport and History where they collide to create the harmony that is the study of the cultural influence of sport in society. Students will explore the cultural, social, political, economic, societal, and personal influence that sport has had on them as individuals, the community, the country, and the world. Students will use the lens of Sports History to look at world events and make connections to the world around them.

Goals and Rationale: The goal of Sports History 12 is to create a collaborative environment with students looking at Sports from a different lens. Students will explore ancient sports, modern sports evolution, women in sport, Indigenous Peoples, SOGI, and technology in sports while

learning about the cultural, social, and political impacts. The goal is to present content that students are interested in and begin to think critically and take onus for their learning.

Indigenous Worldviews and Perspectives: This course seeks to satisfy the Truth and Reconciliation Commission Call to action number 87 “**We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history**”. Throughout Sports History 12 there will be units dedicated to ensuring that Indigenous athletes are learned about, recognized, celebrated, and honored as part of Canadian Sport and culture. Students will collaborate to create projects and learn through an Indigenous lens. The course will be reflective and holistic. Students will explore their own identity, know that learning takes patience and time, and they will learn through stories knowing that some knowledge is sacred and not always shared.

BIG IDEAS

The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes.

Value systems and belief systems shape the structures of power and authority within a culture.

Interactions between belief systems, social organization, and languages influence artistic expressions of culture.

The examination of First Peoples's cultures and live experiences through text builds an understanding of Canadians' responsibilities in relation to Reconciliation.

Sports intersect with culture, society, and politics, through it, we have the power to promote equity and social change.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. • Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance) • Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence) • Compare and contrast continuities and changes for different groups at particular times and places (continuity and change) • Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence) • Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective) • Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • <i>What is "sport"</i> • <i>Competition and tradition</i> • <i>Ancient Sport</i> • <i>Women in Sport</i> • <i>Diversity in Sport</i> • <i>Indigenous Peoples in Sport</i> • <i>Nationalism</i> • <i>Amateur vs. Professional Sport</i> • <i>Leagues</i> • <i>Technological Advancements</i> • <i>Industry Intervention</i>

Big Ideas – Elaborations

The rapid development and proliferation of technology in the 20th century led to profound social, economic, and political changes:

- Radio, television, internet, and cellphones
- Sports Technology (Equipment, surfaces, nutrition, and scientific advancements)

Value systems and belief systems shape the structures of power and authority within a culture:

- The Familiar vs. the unfamiliar
- Nationalism
- Local Sports and Champions
- Sports Organizations, governing bodies, and power structures

Interactions between belief systems, social organization, and languages influence artistic expressions of culture:

- English vs. French Culture in Canada
- Diversity in Canada
- Local, national, and international sport
- Honoring Traditional Sport

Foster reconciliation and celebrate diversity by studying history, culture, and traditional knowledge:

- Honoring Indigenous contributions to sport
- Celebrating culture, tradition, and language within sports
- Through sport we foster reconciliation and equity within society

Sports intersect with culture, society, and politics, through it, we have the power to promote equity and social change:

- Political dynamics in sport (government, Olympics, representation of countries)
- Sport and societal issues (Commercialization and exploitation of athletes, corruption and scandals, mental health, environmentalism)
- Athletic Culture (playing, experiencing, celebrating sport, coaching and mentorship, sporting virtues)

Curricular Competencies – Elaborations

• Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions:

Key skills:

- Draw conclusions about a problem, an issue, or a topic.
- Assess and defend a variety of positions on a problem, an issue, or a topic.

- Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or an issue.
- Identify and clarify a problem or issue.
- Evaluate and organize collected data (e.g., in outlines, summaries, notes, timelines, charts).
- Interpret information and data from a variety of maps, graphs, and tables.
- Interpret and present data in a variety of forms (e.g., oral, written, and graphic).
- Accurately cite sources.
- Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance):

Key questions:

- What factors can cause people, places, events, or developments to become more or less significant?
- What factors can make people, places, events, or developments significant to different people?
- What criteria should be used to assess the significance of people, places, events, or developments?

Sample activities:

- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence):

Key questions:

- What criteria should be used to assess the reliability of a source?
- How much evidence is sufficient to support a conclusion?
- How much about various people, places, events, or developments can be known, and how much is unknowable?

Sample activities:

- Compare and contrast multiple accounts of the same event and evaluate their usefulness as historical sources.
- Examine what sources are available and what sources are missing and evaluate how the available evidence shapes our perspective on the people, places, events, or developments studied.

- Compare and contrast continuities and changes for different groups at particular times and places (continuity and change):

Key questions:

- What factors lead to changes or continuities affecting groups of people differently?
- How do gradual processes and more sudden rates of change affect people living through them? Which method of change has more of an effect on society?
- How are periods of change or continuity perceived by the people living through them versus how they are perceived after the fact?

Sample activity:

- Compare how different groups benefited or suffered as a result of a particular change.
- Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence):

Key questions:

- What is the role of chance in particular events, decisions, or developments?
- Are there events with positive long-term consequences but negative short-term consequences, or vice-versa?

Sample activities:

- Assess whether the results of a particular action were intended or unintended consequences.
- Evaluate the most important causes or consequences of various events, decisions, or developments.
- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective):

Key questions:

- What sources of information can people today use to try and understand what people in different times and places believed?
- How much can one generalize about values and beliefs in a given society or time period?
- Is it fair to judge people of the past using modern values?

Sample activity:

— Explain how the beliefs of people on different sides of the same issue influence their opinions.

• Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment):

Key questions:

— What is the difference between implicit and explicit values?

— Why should one consider the historical, political, and social context when making ethical judgments?

— Should people of today have any responsibilities for actions taken in the past?

— Can people of the past be celebrated for great achievements if they have also done things today considered unethical?

Sample activity:

— Assess the responsibility of historical figures for an important event. Assess how much responsibility should be assigned to different people, and evaluate whether their actions were justified given the historical context.

— Examine various media sources on a topic and assess how much of the language contains implicit and explicit moral judgments.

Content – Elaborations

- What is “sport” – The difference between sport and a game, categories of sport, and amateur vs. pro
- Competition and tradition – Community, provincial, national, and international competitions, trophies, retirements, halls of fame
- Ancient Sport – Olympics, Ancient Rome, Medieval times
- Diversity in Sport – Minorities, LGBTQ+/SOGI, Special Olympics
- Indigenous Peoples in Sport – Calls to Action 87-91, Traditional sports, Northern Games, representation in sport
- Women in Sport – Women’s teams, leagues, and difference in anatomy, acceptance, equality vs. equity
- Nationalism – Rise of Canadian sports, Olympics, Hockey, French Influence, Summit Series, Lacrosse, Canada vs. other nations
- Amateur vs. Professional Sport – Growth of sports and their evolution from amateur to pro
- Leagues – Evolutions of leagues, NHL, WHL, CFL, AAPB, FL, MLB, CEBL, AHL, CPL, NLL, PHF, etc. and Canada’s Participation
- Technological Advancements – Surfaces and facilities, equipment, nutrition, training, radio, television, replay, data and statistics
- Industry Intervention – Propaganda, commercialization, global conflicts, and competition

Recommended Instructional Components: Inquiry, group work, experiential learning (on and off-site), journaling and reflection, direct instruction, modeling, case studies, current events, analysis (data, stats, game tape, trends), peer teaching, simulations, debates, student-led discussions, presentations.

Recommended Assessment Components:

The assessment approach for **Sports History 12** is designed to be **fair, transparent, and meaningful**, ensuring that all learners have equal opportunities to succeed. It aligns with the three components of the curriculum model—**knowing, doing, and understanding**—by providing a comprehensive and balanced approach to assessment. Assessment is **ongoing, timely, and specific**, with **descriptive feedback** embedded in day-to-day instruction to guide learners’ progress. Learners are given **varied and multiple opportunities** to demonstrate their learning, promoting a deeper engagement with the course material. Students are actively involved in their learning process and encouraged to engage in **self-assessment** and goal-setting, empowering them to take ownership of their growth. Assessment allows for the **collection of student work**

over time, creating a holistic profile of each learner. It provides clear communication to both students and parents about the current learning status, future goals, and ways to support continued growth and achievement. Types of assessment will include: peer and self-assessment, journaling, quizzes, inquiry projects, presentations, and contributions to class discussions.

Learning Resources:

Truth and Reconciliation Commission of Canada – 94 Calls to Action - https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

Additional Information: