

Sports History Syllabus

School Year: 2026–2027

Instructor: Coach Levi Cooper

Contact Email: cooperl@cocke.k12.tn.us

Communication Platform: ASPEN & Canvas

Office Hours / Teacher Availability: By appointment before/after school

Course Outcomes & Instruction

Course Description

Sports History examines the development of modern sports and their deep connection to social, cultural, political, and economic movements throughout history. Students will explore how sports have reflected and influenced broader historical trends, including civil rights, gender equality, nationalism, globalization, and media expansion from ancient traditions through the modern era.

Curriculum Standards & Competencies

- **State Standards & Curriculum:** [Link to Tennessee State Standards / Local Curriculum Guide](#)

Topics / Competencies / Skills Covered

- **Ancient Origins & Early Athletics:** Greek Games, Roman spectacles, and early folk games.
- **Modernization & Industrial Era:** The rise of organized sports, collegiate athletics, and early professional leagues.
- **Sports, Race & Civil Rights:** Desegregation in sports, athlete activism, and major historical milestones.
- **Gender Equity & Title IX:** Women in sports, societal impacts, and post-Title IX growth.
- **Media, Commercialization & Modern Issues:** The explosion of sports broadcasting, international competition (Olympics/World Cup), and current industry trends.

General Pacing

Unit	Topic / Focus Area	Estimated Duration
Unit 1: Origins of Competition	Ancient Athletics, Medieval Games, and Folk Traditions	Weeks 1–3
Unit 2: Industrialization & Organized Sport	19th Century Expansion, Baseball, and Early College Athletics	Weeks 4–7
Unit 3: Civil Rights & Social Change	Breaking the Color Barrier, Integration, and Social Activism	Weeks 8–11
Unit 4: Title IX & Women in Athletics	Historical Milestones, Legal Impacts, and Modern Growth	Weeks 12–14
Unit 5: Media Era & Globalization	Radio, TV, Olympic Politics, and Commercialization	Weeks 15–18

Materials & Resources

Required Materials

- 3-ring binder or dedicated notebook section for primary source documents and notes
- Blue/black pens, pencils, and highlighters
- School-issued digital device (charged daily)

Adopted Resources & Supplemental Materials

- **Primary Text / Curriculum:** District-adopted Social Studies / History supplemental texts.
- **Supplemental Materials:** Historical primary source documents, documentary films, sports journalism archives, video footage, and excerpts from historical sports literature, [youtube.com](https://www.youtube.com), [espn.com](https://www.espn.com),
- *All instructional materials strictly comply with Tennessee state law regarding adopted classroom materials.*

Objectionable Content Policy

If a student or parent finds any assigned historical reading, documentary film, or supplemental media content objectionable, a written request may be submitted to the instructor. An equitable alternative assignment of equal rigor and point value will be provided without penalty.

Safety Procedures

While this is primarily an academic history course, any active demonstrations, historical game recreations, or field activities will follow explicit safety guidelines[cite: 1]. Students will be briefed on physical safety and proper equipment usage prior to engaging in any active component.

Academic Intervention & Support

- **Tutoring / Afterschool Support:** Academic support, primary source reading assistance, and assignment remediation are available by appointment before/after school and during designated intervention periods.

Assessment and Grading

Grading Policy & Scale

Grades are calculated using a balanced total points system based on the following breakdown:

- **Projects, Historical Essays & Major Exams:** 40%
- **Primary Source Analyses, Reading Quizzes & Assignments:** 30%
- **Class Discussions & Daily Seminar Participation:** 20%
- **Writing Rubrics & Guided Notes:** 10%

Writing & Rubric Expectations

Major historical essays, research projects, and primary source analyses will be scored using a standardized rubric evaluating:

1. **Thesis & Historical Argument**
2. **Use of Evidence & Primary Sources**
3. **Historical Contextualization & Analysis**
4. **Organization, Grammar & Mechanics**

Explanation of Assignments and Projects

- **Primary Source Analyses:** Weekly evaluation of historical newspaper articles, athlete speeches, or legal documents (e.g., Title IX text).
- **Historical Biography/Event Research Project:** A research-based paper and

presentation on a major historical athlete, movement, or watershed moment in sports history (detailed project guidelines and milestone due dates provided in advance).

- **Documentary & Media Reviews:** Critical essays linking multimedia sources to broader historical themes.

Make-Up Work and Late Work Policy

- **Make-Up Work:** Students with excused absences are responsible for contacting the instructor to obtain missed coursework. Make-up work must be completed in accordance with Cocke County School Board policy.
- **Late Work:** Unexcused late submissions will incur a deduction per school board guidelines.

Grade Posting Policy

- Student grades will be updated in **ASPEN** at least once per week. Parents and students are encouraged to check ASPEN regularly to monitor academic progress.

General Expectations (Students & Teacher)

Student Expectations

1. Come prepared to read, analyze, and discuss historical content every day.
2. Maintain respect for differing viewpoints during historical debates and discussions.
3. Bring required materials and charged digital devices daily.
4. Uphold academic integrity in all individual and group work.

Teacher Communication Strategy

- **Primary Contact:** Email (cooperl@cocke.k12.tn.us) and ASPEN system messages.
- **Class Updates:** Delivered via ASPEN.
- **Office Hours:** Available by appointment before/after school.

Attendance Policy

Regular attendance is essential, as daily historical lectures, primary source discussions, and group analyses cannot be easily replicated outside of class. All school board attendance policies strictly apply.

Classroom Policy, Procedures & Discipline

Classroom discipline follows Cocke County School Board guidelines and progressive discipline policies. Minor disruptions are handled via warnings, student conferences, and parent communication, while major or repeated disruptions will result in administrative referral.

Honor Code (PBIS Plan) & Rewards

Students are expected to adhere to the school Honor Code and PBIS (Positive Behavioral Interventions and Supports) framework. Demonstrating academic responsibility, respect, and readiness can earn recognition and eligibility for school reward incentives and end-of-term reward trips.

Academic Integrity & Plagiarism Statement

Generative AI Policy

The use of generative AI tools (such as ChatGPT, Gemini, etc.) to complete historical essays, written responses, or research papers without explicit permission and proper attribution is strictly prohibited and constitutes academic dishonesty in accordance with board policy.

Plagiarism Definition

According to *Harbrace Handbook, 15th edition*:

Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.” This includes but is not limited to:

- Copying verbatim all or part of another’s written work; Using phrases, figures, or illustrations without citing the source; Paraphrasing ideas, conclusions, or research without citing the source;
- Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Consequences of Plagiarism

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accepting a

letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

Religion in the Classroom

The Board affirms that it is essential that the teaching **about** religion—and **not of** a religion—be conducted in a factual, objective, and respectful manner in accordance with the following guidelines: (*Board Policy 4.804 - Cocke County Schools*)

1. **Academic Context:** The school's approach to religion is academic, not devotional.
2. **Awareness vs. Indoctrination:** The school strives for student awareness of religions, but does not press for student acceptance of any religion.
3. **Study, Not Practice:** The school sponsors the study of religion, not the practice of religion.
4. **Exposing, Not Imposing:** The school exposes students to a diversity of religious views, but does not impose any particular view.