

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

Course Name: History of Sport in America

Born on: August, 2020
Current Revision: July, 2026
Board Approval: 8/24/2026

Sports and sporting events in the United States influence and have been influenced by society in the United States since its inception. Definitions of sport vary throughout time but mirror circumstances in the country. Using sports as an entry point to study United States' history allows students to see changes and evolution in the country in a different light and a more relatable manner. The ideals and beliefs of the country as well as unfortunate situations and policies will be examined through the lens of sports in the United States. Sports play a giant role in contemporary society worldwide. Students will investigate and explore many different areas within sport beginning by defining sport, and examining the roles money, politics, race, gender, culture, and commercialization play in our society.

The course will explore the history of American sports and themes common to many eras. Students will investigate the history of specific sports and their effects on society, key people in the sporting culture, controversial issues including cheating and steroid use, as well as current sport events. Students will look inward during discussions of the changing landscape of high school and collegiate sports. Throughout this course students will embark on these discoveries through many methods including research, writing, class discussion, debate, group activities, analysis, critical thinking, comparing and contrasting, simulations and project based work. Students will be asked to question ideas and conventional wisdom and discuss key questions to understand how American society shaped events in sport and how sport helped American society to evolve.

Interdisciplinary Connections

Teachers will combine, integrate and infuse disciplines as needed. ELA reading, writing, speaking and listening assignments are infused throughout the curriculum to develop basic reading and comprehension skills. Other suggestions for interdisciplinary connections:

Career Transition

Mathematics and Business can be combined with economic units

Science can be combined with discussion of climate change

Art, music and literature will be called upon to supplement what is learned in history and develop cross curricular development

The teacher will work with the library media specialist on various research units

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/modifications are found at the end of the document.

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLS	Benchmark Performance and Assessments	Suggested Materials
Unit I –History of Sports and Society 1876-Present Time: 2 weeks Content Statement: Introduction to key concepts in sports studies, including the distinctions between play, games, and sports; examination of the 19th century rise of organized professional sports. Essential Question: How does sports reflect the growth of the American Nation?	Key learning items/concepts: Role of sports and Society Three Eras: Foundation Rise of Leisure Modern	Proficiencies: Define the ideas behind sports Internal vs. External impact of sports Timeline of major sporting events (historical not topical) Skills: See Appendix B Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes	6.1.12.HistoryCC.5.a: 6.1.12.HistoryUP.5.a: 6.1.12.HistoryCA.5.a: ELA RI.CR.11-12.1 RI.CI.11-12.2 RI.PP.11-12.5 RI.MF.11-12.6 RI.CT.11-12.8 RI.AA.11-12.7 W.AW.11-12.1 W.WR.11-12.5 W.SE.11-12.6 W.IW.11-12.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a	AssessmentS Quizzes F HW assignments F Class Activities F Class Activities Students will be evaluated on their open-ended responses and their participation with the class discussions F	Selection of sources <i>Suggestion(s):</i> <u><i>Why Sports History</i></u> <u><i>American History Gilder Lehrman</i></u> Davies, Richard O. <i>Sports in American Life : A History</i>. Malden, MA: Blackwell, 2007. Gorn, Elliott J., and Warren Goldstein. <i>A Brief History of American Sports</i>. Urbana: University of Illinois Press, 2004. <i>[A cultural survey.]</i> Guttmann, Allen. <i>A Whole New Ball Game: An Interpretation of American Sports</i>. Chapel Hill: University of North Carolina Press, 1988. <i>[A study in popular culture.]</i> Spivey, Donald, ed. <i>Sport in America: New Historical Perspectives</i>. Westport, CT: Greenwood Press, 1985. <i>[Collection of scholarly essays]</i>

		At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents	Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8; Computer Science 8.1.12.DA.5		
Unit II – Politics of Sports Time: 3 weeks Content Statement: Exploration of the globalization of sports, and the relationship between sports and politics, nationalism, and social protest. Essential Question: Does politics have a role in the development of sports or does sports have a role in politics?	Key learning items/concepts: Nationalism Social Messages Role of the Amateur Role of the Pro Rise of Intercollegiate Sport Impact on national psyche Growth of American Team Sport and Competition	Proficiencies: Identify and link the role of sports through the lens of the American political landscape Skills: See Appendix B Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes	6.1.12.EconEM.5.a:	Essay OR Authentic Assessment S Quizzes F HW assignments F Class Activities F Class Activities Students will be evaluated on their open-ended responses and their participation with the class discussions F	Selection of sources <i>Suggestion(s):</i> Bruised Egos, Battles, and Boycott: The 1980 Moscow Olympics by Elise Stevens Wilson Sports and Politics: Making Statements by Elizabeth Berlin Taylor Topical articles on Politics and Sports – NY Times Database ex. 1968 Olympics Mexico City

		At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents			
Unit III – Race and Sports Time: 3 weeks Content Statement: Race and race relations in sports, including the history of African Americans in sports and new Asian sports stars. Essential Question: Has sports acted as a conduit for change?	Key learning items/concepts: Sport and Social Stratification Sport, Ethnicity, and the Quest for Social Mobility Sporting Pastimes of African Americans and Native Americans Immigrants and Sporting Cultures Sport and the Civil Rights Movement	Proficiencies: Identify and explain the link between sports and race- How does society change because of sport? Connections to current race issues as they relate to both society and sport Skills: See Appendix B Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text.	6.1.12.HistoryUP.5.a: ELA RI.CR.11-12.1 RI.CI.11-12.2 RI.PP.11-12.5 RI.MF.11-12.6 RI.CT.11-12.8 RI.AA.11-12.7 W.AW.11-12.1 W.WR.11-12.5 W.SE.11-12.6 W.IW.11-12.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a	Assessment S Quizzes F HW assignments F Class Activities F Class Activities Students will be evaluated on their open-ended responses and their participation with the class discussions F	Selection of sources <i>Suggestion(s):</i> Unforgivable Blackness: Jack Johnson PBS Eisen, George, and David K. Wiggins, eds. <i>Ethnicity and Sport in North American History and Culture</i> . Westport, CT: Greenwood Press, 1994. <i>[The experiences of various ethnic groups, including Native Americans, Jews, Japanese Americans, and Hispanic Americans, in sports in the United States and Canada.]</i> Wiggins, David Kenneth. <i>Glory Bound: Black Athletes in a White America</i> . Syracuse, NY: Syracuse University Press, 1997. Wiggins, David Kenneth, ed. <i>Out of the Shadows: A Biographical History of African American Athletes</i> . Fayetteville: University of Arkansas Press, 2006.

		Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents	Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8: Computer Science 8.1.12.DA.5		Topical articles on Race and Sports – NY Times database–ex. St. Louis Rams “Hands Up” Protest
Unit IV – Gender in Sports Time: 3 weeks Content Statement: gender and sexuality; how sports have been linked to idea of male prowess, and, more recently, the rise of women’s sports; the question of homophobia and its continuing presence in the sports world. Essential Question: How far has the acceptance of women’s sports come in relation to other aspects of society?	Key learning items/concepts: Women and Physical Activity Gendered Sport, Class, and Social Roles Sub communities and the Growth of Modern Sport Sporting Fraternity/sorority Challenging Gender Boundaries Body Culture	Proficiencies: Link the rise of women’s sports as part of the expansion of women’s rights. Make connections to struggle of race and acceptance in sports. Skills: See Appendix B Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text.	6.1.12.CivicsDP.6.a: 6.1.12.HistoryUP.5.a: 6.1.12.HistorySE.14.a: 6.1.12.HistorySE.14.b: ELA RI.CR.11-12.1 RI.CI.11-12.2 RI.PP.11-12.5 RI.MF.11-12.6 RI.CT.11-12.8 RI.AA.11-12.7 W.AW.11-12.1 W.WR.11-12.5 W.SE.11-12.6 W.IW.11-12.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b	Assessment S Quizzes F HW assignments F Class Activities F Class Activities Students will be evaluated on their open-ended responses and their participation with the class discussions F	Selection of sources <i>Suggestion(s):</i> <i>True Hearted Vixens PBS</i> Fields, Sarah K. <i>Female Gladiators: Gender, Law, and Contact Sport in America</i> . Urbana: University of Illinois Press, 2005. Hogshead-Makar, Nancy, and Andrew S. Zimbalist. <i>Equal Play: Title IX and Social Change</i> . Philadelphia: Temple University Press, 2007. <i>[Collection of essays by several experts dealing with every imaginable aspect of Title IX and its historical implications.]</i> Sparhawk, Ruth M. <i>American Women in Sport, 1887–1987: A 100-Year Chronology</i> . Metuchen, NJ: Scarecrow Press, 1989. Suggs, Welch. <i>A Place on the Team: The Triumph and Tragedy of Title</i>

		Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents	1.5.12acc.Re8a 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8: Computer Science 8.1.12.DA.5		<i>IX. Princeton: Princeton University Press, 2005. [Scholarly treatment of the subject.]</i> Ware, Susan, ed. <i>Title IX: A Brief History with Documents</i> . New York: Bedford, 2006. Topical articles on Gender and Sports – NY Times database – ex. Billie Jean King inequality
Unit V – Business of Sports Time: 3 weeks Content Statement: the business of sports; considers the enormous growth of the multibillion dollar business of sports, including video games, apparel, licensing, and other forces. Essential Question: Are all sporting activities inherently tied to business?	Key learning items/concepts: Sporting Journalism Development of an Intercollegiate Sporting Culture Business of Sport Regulation of Sport: Amateurism Versus Professionalism Corporate Sporting Culture Sporting Practices of the Middle and Upper Class Public Spaces for Health and Sport Sport and Technology Professional Sport and Labor Relations	Proficiencies: Describe and evaluate the role of business on sports. Connect the economy to the rise of professional sports. Outline the impact of sports on the local/state/national/global economy. Skills: See Appendix B Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments	6.1.12.HistoryCC.5.a: 6.1.12.EconEM.12.a: ELA RI.CR.11-12.1 RI.CI.11-12.2 RI.PP.11-12.5 RI.MF.11-12.6 RI.CT.11-12.8 RI.AA.11-12.7 W.AW.11-12.1 W.WR.11-12.5 W.SE.11-12.6 W.IW.11-12.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1 Art	Unit Test S Assessment S Quizzes F HW assignments F Class Activities F Class Activities Students will be evaluated on their open-ended responses and their participation with the class discussions F	Selection of sources <i>Suggestion(s):</i> Frontline : Money and March Madness League of Denial: NFL and Concussions - Frontline The economics of crosstown hatred: How much is a sports rivalry worth? <i>By Brian Palmer</i> Topical Articles on Business and Sports – NY Times database ex. Stadium cost to tax payers

		Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents	1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8: Computer Science 8.1.12.DA.5		
Unit VI – Role of Youth Culture of Sports Time: 2 weeks Content Statement: Sports fans and sports performance. Examines the question of why so many of us spend so much time watching and going to games, including the role of aesthetics and beauty in sport as it relates to the youth of America Essential Question: Does the idea behind sports as a cultural driver start with the youth or does it leech to the youth culture?	Key learning items/concepts: Play and Games in American Ideology Recreational Spaces Assimilation of Disparate Groups in American Society Safety and sports	Proficiencies: Describe the role of sports in American youth culture. How has sports changed the way we view ourselves Skills: See Appendix B Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments	6.1.12.HistoryUP.13.a: ELA RI.CR.11-12.1 RI.CI.11-12.2 RI.PP.11-12.5 RI.MF.11-12.6 RI.CT.11-12.8 RI.AA.11-12.7 W.AW.11-12.1 W.WR.11-12.5 W.SE.11-12.6 W.IW.11-12.2 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7 HS-ESS3-1	Unit Test S EAssessment S Quizzes F HW assignments F Class Activities F Class Activities Students will be evaluated on their open-ended responses and their participation with the class discussions F	Selection of sources <i>Suggestion(s)</i> When Did Competitive Sports Take Over American Childhood? By Hilary Levy Friedman Sept 20, 2013 Football High – PBS Frontline

		Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents	Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8: Computer Science 8.1.12.DA.5		
Unit VII – Sport, Heroic Athletes, and Popular Culture Time: 2 weeks Content Statement: Larger than life icons, the growth of extreme sports, and questions about the relation between sports and the purpose and meaning of life. Essential Question: How has the iconization of individuals both helped and hurt society?	Key learning items/concepts: Heroes in Sports Enduring Icons of Sport Media and the Commercialization of Sport	Proficiencies: Identify the role of the icon in sports. What messages do we send to the nation by lionizing individuals because of their athletic prowess/ability/standing Skills: See Appendix B Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers	6.1.12.HistoryUP.16.a 6.1.12.HistoryUP.13.a: 6.1.12.HistoryUP.16.a:	Unit Test S Assessment S Quizzes F HW assignments F Class Activities F Class Activities Students will be evaluated on their open-ended responses and their participation with the class discussions F	Selection of sources <i>Suggestion(s):</i> • Various ESPN 30 for 30 series • Various sports journalists articles and other nonfiction articles

		Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents			
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Suggested Final Assessment:

During the course of the semester students have studied various aspects of the History of Sport in America.

Students will create a research project on a topic in sports history.

Students should consult the instructor prior to selecting a topic. Plan to explore such topics historically, with an effort to:

- Describe the origins of the topic in American sport.
- When did this topic become important?
- Detail the evolution of the topic over time up to the present.
- How has this topic been addressed over time?
- What are the seminal moments of this topic's evolution?
- Highlight related scholarship.
- What does the scholarly literature say about this topic?
- How have other researchers explored this topic in their research?
- Present ongoing dilemmas or areas rife for future research or scholarship.
- How does the literature inform the field at present?
- What areas could be explored more fully?

Sample topics include:

- Participation in sport as a right or a privilege
- The corporate influence in intercollegiate athletics
- Compare and contrast NCAA Division I and III athletic models
- Title IX and its impact on American sport
- The Civil Rights Act of 1964 and its impact on American sport
- The influence of college football in decision making at American universities

- The impact of Indian Boarding Schools and their sports teams on Native American tribes
- Intercollegiate athlete as employee
- The place of intercollegiate athletics in the American university
- The athlete as hero
- Impact of mass media on American sport
- Sport and technology
- The Olympic movement
- The NCAA's role in the development of American sport
- American sport and the African-American athlete
- The influence of the National Basketball Association in American sport

APPENDIX B

Social Studies Skills Table	
Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?	
Social Studies Skill	9-12
Chronological Thinking	• Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	• Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. • Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	• Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
Presentational Skills	• Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Possible Curricular Modifications:

Interdisciplinary Connections	<u>Connections to NJSL – English Language Arts:</u> W.IW.11-12.2: Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.SE.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). RI.CR.11-12.1: Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. <u>Connections to NJSL – Mathematics</u> MP.4: Model with mathematics. SL.PE.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.II.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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Career Readiness, Life Literacies, and Key Skills	● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) ● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. ● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., RI.PP.11-12.5, 7.1.AL.IPRET.6). ● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Computer Science and Design Thinking	● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment. ● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution. ● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. ● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. ● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

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| | <ul style="list-style-type: none">• 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints. |
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Career Options for Jobs that Involve Social Studies

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

Career Information for Jobs that Involve Social Studies

Sociologists

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

Historians

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

Postsecondary Teachers

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such

as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

Anthropologists and Archeologists

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

Political Scientists

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

Market Research Analysts

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.