

Pascack Valley Regional High School District

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

Course Name:

CONSTITUTIONAL LAW

Born on: August, 2014
Previous Revision: July, 2020
Current Revision: July, 2023
Board Approval: 8/28/23

Constitutional Law: Course Description

The purpose of this course is to study the American criminal justice system. Emphasis is placed on the due process of law as expressed in the Fourth, Fifth Sixth, Eighth, and Fourteenth Amendments to the U.S. Constitution. It is a logical extension of U.S. History in which students were introduced to the Constitution and to the American political and judicial system. Through the use of role-playing procedures in mock trial, the students will demonstrate the knowledge gained in this course. Further, the knowledge gained will be enhanced by a visit to a state or federal court and a discussion with a judge of that court.

COURSE OBJECTIVES:

Students will be able to:

1. demonstrate his/her ability to apply legal principles to both real and hypothetical case studies;
2. demonstrate a working knowledge of legal terminology;
3. Explain the primary goals and directions of those Amendments to the Constitution affecting criminal justice and the rights of the citizen.

SKILLS OBJECTIVES:

Students will be able to:

1. continue learning and demonstrating the skills of critical thinking and inquiry necessary in helping make more informed social, economic, and political decisions and judgments;
2. demonstrate the ability to locate and use information sources required in Social Studies that include, but are not limited to, the:
 - a. Reader's Guide to Periodical Literature
 - b. Card Catalogue
 - c. New York Times index
 - d. Vertical File and Abstracts
 - e. Sources in case law (legal precedents) as contained in both texts and the reference center of the library

*Each Unit will take about 2 weeks to complete for the semester course.

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

SUBJECT: CONSTITUTIONAL LAW

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	Time
<p>I. NATURE OF PROBLEMS INHERENT IN THE JUDICIAL SYSTEM</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Recognize and offer solutions to the problem of rising rates of violent crime; Describe the roles of law enforcement, court systems and the penal system as part of the criminal justice system; Know the structure of both the Federal and State judicial systems; Trace the route of a case from the court of original jurisdiction to the U.S. Supreme Court. 	<ul style="list-style-type: none"> Study of New Jersey and Federal judicial systems Analyze the route of a case from the court of original jurisdiction to the U.S. Supreme Court Problems and solutions to the rising rates of violent crime The role of law enforcement, the courts and the penal system <p>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</p>	<p>Methods of Assessment</p> <p><i>Student Assessment</i> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>	<p>6.1.12.CivicsPR.2.a 6.1.12.Civics.PI.3.b 6.1.12.CivicsPR.10.a 6.1.12.CivicsPI.14.c:</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7</p>	<p>3 weeks</p>

	<p>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</p>		<p>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 Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8: Computer Science 8.1.12.DA.5</p>	
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SUBJECT: CONSTITUTIONAL LAW

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	Time
<p>II. JUDICIAL PHILOSOPHY</p> <p>Students will be able to:</p> <p>1. Define the meaning of the terms Liberal and Conservative and how they apply to members of the supreme Court and the interpretations of the Due Process of Law Amendments (4th, 5th, 6th, 8th, and 14th) with emphasis on criminal cases;</p>	<ul style="list-style-type: none"> Investigate the philosophies of Liberalism and Conservatism Interpretations of due process on criminal cases Legal precedence Binding nature of the Supreme Court decisions 	<p>Methods of Assessment</p> <p><i>Student Assessment</i> Homework F Class discussion F Group projects and reports F</p>	<p>6.1.12.HistoryUP.2.c 6.1.12.CivicsDP.4.a 6.1.12.HistoryCC.4.a ELA NJLSA.R1 NJLSA.R2</p>	<p>4 week</p>

<p>2. Describe the importance of legal precedent (stare decisis) reaching Supreme Court decisions;</p> <p>3. Explain the importance of the 14th Amendment relative to the legal protection of due process being applicable to all States;</p> <p>4. Understand the binding nature of Supreme Court decisions on the lower courts through the use of case studies;</p> <p>5. Analyze the importance of the composition of the Supreme Court as it affects decisions on criminal cases through a study of the philosophical differences between the Warren and Burger Courts.</p>	<p>Applicability of the 14th Amendment to the States</p> <p>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</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented:</p>	<p>Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>	<p>NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>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</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p>	
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	Vary level of reading and primary source documents		Computer Science 8.1.12.DA.5	
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SUBJECT: CONSTITUTIONAL LAW

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	Time
<p>III. THE FOURTH AMENDMENT (SEARCH AND SEIZURE: THE INVESTIGATORY STAGE)</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Know the historical roots of the 4th Amendment as a protection against unreasonable searches and seizures; Describe the abuses that still occur despite the existence of the 4th Amendment and identify the various remedies for those abuses by those acting in an official capacity ; Explain the evolution of the “exclusionary rule” as one remedy available to those subjected to unreasonable searches and seizures (e.g. Weeks v. U.S., Wolf v. Colorado, Rochin v. California, and Mapp v. Ohio).; Analyze situations in which those acting in an official capacity may legally search without a search warrant. These will include: <ol style="list-style-type: none"> automobile searches, 	<ul style="list-style-type: none"> How the Fourth Amendment protects the citizen from unreasonable search and seizures Analysis of the abuses of the amendment and the various remedies of those abuses The Evolution of the “exclusionary rule” Legal searches without search warrants <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation</p>	<ul style="list-style-type: none"> Methods of Assessment <i>Student Assessment</i> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S 	<p>6.1.12.HistoryCC.2.b 6.1.12.CivicsDP.13.a 6.1.12.CivicsPR.10.a</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2</p>	<p>4 weeks</p>

<p>b. searches incident to a lawful arrest, c. searches in “hot pursuit:”, d. stop and frisk searches, e. searches conducted following voluntary consent, f. searches conducted under the “plain view” doctrine.</p>	<p>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 At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p>	<ul style="list-style-type: none"> • Document-based essays and free-response essays S • Class participation F • Debates/Socratic Seminars F • Project Based Assessments S 	<p>MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>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</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p>	
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SUBJECT: CONSTITUTIONAL LAW

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	Time
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<p>IV. THE FIFTH AND SIXTH AMENDMENTS (THE RIGHTS OF THE ACCUSED)</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> List and explain the various procedural right of defendants during the accusatory and trial stages of a criminal proceeding; Explain the importance of key Supreme Court decisions on the rights of criminal defendants (e.g. Escobedo v. Illinois, Gideon v. Wainwright, and Miranda v. Arizona); Describe the critical elements of a fair trial as illustrated by the Sam Sheppard trial and appeals culminating in the Supreme Court case (e.g. Sheppard v. Maxwell); Understand the dilemma when several Constitutional principles are in conflict; balance the rights of the accused to a fair trial with the public’s right to know through freedom of the press (e.g. gag orders – Nebraska Press Assoc. v. Stuart and protection of confidential sources of information – Farber). 	<ul style="list-style-type: none"> Analyze the rights of criminal defendants Analyze the importance of Supreme Court decisions concerning those rights Elements of fair trial and appeals Analysis of conflict between the principles of the Constitution and its Amendments <p>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</p> <p>Multilingual Learners:</p>	<p>Methods of Assessment</p> <p><i>Student Assessment</i> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>	<p>6.1.12.CivicsDP.13.a 6.1.12.CivicsPR.10.a</p> <p>ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b</p>	<p>4 weeks</p>
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	<p>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</p>		<p>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</p>	
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<p>V. THE EIGHTH AMENDMENT (THE PENAL STAGE)</p> <p>Students will be able to:</p> <p>1. Describe the role of the penal system in the criminal justice system including: a. rehabilitation of offenders, b. mandatory prison sentences for violent crime, c. stricter sentences for youthful offenders, d. alternative forms of punishment, e. capital punishment;</p> <p>2. Explain the direction of recent supreme Court decisions in the area of capital punishment (e.g. Furman v. Georgia and Gregg v. Georgia);</p>	<ul style="list-style-type: none"> • The penal system in our criminal justice system • Rehabilitation • Mandatory sentences • Alternative forms of punishments • Capital punishment – Supreme Court cases and moral and legal points of view) <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</p>	<p>Methods of Assessment</p> <p><i>Student Assessment</i> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S</p>	<p>6.1.12.CivicsDP.13.a 6.1.12.CivicsPR.10.a ELA NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p>	<p>3 weeks</p>

<p>3. Analyze capital punishment as both a moral and a legal question.</p>	<p>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 At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p>	<p>Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>	<p>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 Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8: Computer Science 8.1.12.DA.5 ELA NJLSA.R1 NJLSA.R2 NJLSA.R6.</p>	
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			Computer Science 8.1.12.DA.5	
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<p>VI. JUVENILE JUSTICE</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Describe the similarities and differences between the juvenile and adult justice systems; Explain the rationale for these differences; Explain the judicial precedents (e.g. In re Gault) for existing juvenile rights. 	<ul style="list-style-type: none"> Difference between the juvenile and adult justice system Judicial precedents for juvenile rights The rationale for the existence of separate systems <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</p>	<p>Methods of Assessment</p> <p><i>Student Assessment</i></p> <p>Homework F</p> <p>Class discussion F</p> <p>Group projects and reports F</p> <p>Alternate assessments F</p> <p>Research papers S</p>	<p>6.1.12.CivicsDP.13.a</p> <p>6.1.12.CivicsPR.10.a</p> <p>ELA</p> <p>NJLSA.R1</p> <p>NJLSA.R2</p> <p>NJLSA.R6.</p> <p>NJLSA.R7</p> <p>NJLSA.R9</p> <p>NJLSA.R10</p> <p>NJLSA.W1</p>	<p>2 weeks</p>

	<p>Provide copies of notes and presentation</p> <p>Provide excerpts of primary source documents instead of full documents.</p> <p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>	<p>Tests and quizzes S</p> <p>Document-based essays and free-response essays S</p> <p>Class participation F</p> <p>Debates/Socratic Seminars F</p> <p>Project Based Assessments S</p>	<p>NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>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</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p>	
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS
	<p>THE MOCK TRIAL</p> <p><u>Procedures</u></p> <ol style="list-style-type: none"> 1. Hypothetical situation prepared by instructor 2. Roles are assigned and students are briefed individually with respect to their specific role 3. Following the prepared script, the hypothetical situation carried out (up to this point students are only familiar with their individual roles only) 4. The trial will consist of: <ol style="list-style-type: none"> a. presentations of motions by attorneys for both sides (e.g. change of venue, motions to squash evidence) b. opening statements to the jury c. direct and cross examination of witnesses d. summations to the jury followed by the judge's charge to the jury e. jury deliberation and verdict 	<p>Methods of Assessment</p> <p><i>Student Assessment</i></p> <p>Homework F</p> <p>Class discussion F</p> <p>Group projects and reports F</p> <p>Alternate assessments F</p> <p>Research papers S</p> <p>Tests and quizzes S</p> <p>Document-based essays and free-response essays S</p> <p>Class participation F</p> <p>Debates/Socratic Seminars F</p> <p>Project Based Assessments S</p>	<p>6.1.12.CivicsDP.13.a</p> <p>6.3.12.CivicsHR.1</p>

	5. Debriefing – jury explains reasons for decision and general student comment follows		
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<p>Interdisciplinary Connections</p>	<p><u>Connections to NJSL – English Language Arts:</u></p> <p>WHST.9-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p>WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research</p> <p>RST.11-12.1: Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><u>Connections to NJSL – Mathematics</u></p> <p>MP.4: Model with mathematics.</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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<p>Career Readiness, Life Literacies, and Key Skills</p>	<ul style="list-style-type: none"> ● 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., NJLSA.R6, 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).
<p>Computer Science and Design Thinking</p>	<ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● 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. ● 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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List of Accommodations and Modifications

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Special Education Accommodations/Modifications (I.E.P. Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near the door
	Seat student near high performing student for informal partner pairs
	Seat student near positive role model
	Seat student away from disruptive/distracting student(s)
	Set a designated study space in the room
Instructional Activities	Provide guided notes and/or copies of notes
	Provide students with summaries if applicable
	Repeat and clarify directions if needed to ensure comprehension
	Allow students to choose partners or work independently when needed
	Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support.

<p>Independent Practice & Assignments</p>	<p>Allow extra time to complete tasks without penalty</p> <p>Reduce reading/math/writing level of assignments</p> <p>Require fewer correct responses to achieve grade</p> <p>Allow computer printed/electronic assignments</p> <p>Simplify complex written directions</p> <p>Do not penalize for handwriting/spelling</p> <p>Allow flexible grading on scoring rubric</p>
<p>Assessments</p>	<p>Include word banks if helpful</p> <p>Bold highlight or underline instructions</p> <p>Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.</p> <p>Reduce quantity of sections on an assessment</p> <p>Shorten wording of questions</p> <p>Allow use of notes or formula pages on assessments</p> <p>Revise wording or vocabulary choice to enhance comprehension</p> <p>Reduce length of written assignments if needed</p> <p>Reduce number of calculation questions required</p> <p>Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.</p> <p>Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.</p> <p>Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.</p>

	<p>Allow for extra time when needed. Offer options for completion during common time or after school.</p> <p>Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.</p> <p>Allow open book/notes for exams</p> <p>Give frequent short quizzes instead of lengthy exams</p> <p>Give exams/test items orally</p> <p>Give students their own copy of assessments that they can write on</p> <p>Allow extra time for assessments (specific to I.E.P.)</p> <p>Allow flexible schedule of assessment</p> <p>Allow flexible setting for assessment</p> <p>Allow student to assess on paper if regularly schedule for computer-based testing</p>
Organizational Skills	<p>Provide a table of contents for notebook/binder; conduct a weekly clean-up</p> <p>Help the student create "to do" lists</p> <p>Provide opportunity for student to organize homework binder</p> <p>Set a designated study time during class/stick to a routine</p> <p>Assist student with maintaining a master calendar in the agenda book</p>
Behavioral	<p>Use self-monitoring/self-advocacy strategies</p> <p>Allow legitimate movement-in/out of room/short breaks</p> <p>Implement periodic/weekly behavior communication tools</p>

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	504 Plan Accommodations/Modifications (504 Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near high performing student for informal partner pairs
Instructional Activities	Provide guided notes and/or copies of notes
	Provide student with summaries, if applicable
Independent Practice & Assignments	Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.
	Reduce homework/classwork, when appropriate
Assessments	Allow use of notes or formula pages on assessments.
	Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Provide a table of contents for notebook/binder
	Help the student create "to do" lists

Organizational Skills	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room break, if needed
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	At Risk Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Use mental models to building understanding through familiar contexts
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity
Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.	

i v i t i e s	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
	Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
	Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths
	Provide peer assistance/study groups
A s s e s s m e n t s	Provide study guides and support outside of class time to review before assessments (common time or after school)
	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
Reduce length of written assignments if needed	
Reduce number of calculation questions required	

	<p>Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment</p> <p>Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.</p> <p>Allow for partial credit when appropriate</p> <p>Provide choices of questions or choices of projects depending on the student's strengths</p> <p>Allow for alternative assessments to show comprehension of the content such as a project or other means</p> <p>Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary</p> <p>Allow for extra time, when needed. Offer options for completion during common time or after school</p> <p>Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.</p>
Organizational Skills	<p>Provide general assistance with organizational skills</p> <p>Utilize homework assignment notebook/planner/agenda</p> <p>Provide written intermediate timelines for long assignments</p> <p>Have student monitor grade average</p>
Behavioral	<p>Keep rules simple and clear</p> <p>Implement a behavior management system</p>

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Multilingual Learners Accommodations/Modifications

<p style="text-align: center;">I n s t r u c t i o n a l A c t i v i t i e s</p>	<p>Provide a variety of concrete examples from familiar contexts</p>
	<p>Build background knowledge of content and vocabulary from familiar contexts prior to readings</p>
	<p>Provide oral & written instructions</p>
	<p>Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.</p>
	<p>Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation</p>
	<p>Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas</p>
	<p>Provide guiding questions to complete during the activity</p>
	<p>Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage</p>
	<p>Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams</p>
	<p>Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information</p>
	<p>Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings</p>
<p style="text-align: center;">I n d e p e n d e n t P r a c t i c e & A s s i g n m e n t s</p>	<p>Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments</p>
	<p>Provide a clear, concise version of a scoring rubric prior to the assignment or assessment</p>
	<p>Highlight distinctive features/key concepts</p>
	<p>Provide choice of projects depending on the student's interests or strengths</p>
	<p>Provide peer assistance/study groups/MI support</p>

Assessments	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments in native language
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment
	Allow for partial credit when appropriate
	Allow for alternative assessments to show comprehension of the content such as a project or other means
Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary	
Allow for extra time, when needed. Offer options for completion during common time or after school	
Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop	
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Gifted and Talented Accommodations/Modifications
Instructional Activities	Provide supplementary or lengthier readings
	Provide enrichment activities
Independent Practice & Assignments	Use inquiry-based practices and allow student opportunities to conduct additional research
	Provide supplementary or lengthier readings with higher-level questions
	Provide assignment choices that require more detail and deeper understanding
Assessments	Provide additional questions that prompt extensions of understanding
	Require research for projects; in a specified format
	Provide assessment choices that require more detail and deeper understanding

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.