

Pascack Valley Regional High School District

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

Course Name: Critical Analysis of History Through Film

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

COURSE DESCRIPTION: Critical Analysis of History Through Film

In addition to textbooks and other more traditional sources of information, people often learn about historical events and people from sources such as film and documentaries. The purpose of this course is for students to critically examine the historical accuracy of material presented in this form and how it enhances the themes previously developed in the United States History curriculum.

Each Unit will take about 1-2 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.

Unit 1

| OBJECTIVES | ACTIVITIES & EXPERIENCES | EVALUATION | NJSLs | Time |
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| <p>Analyzing Films with Historical Themes: In this course students will learn to apply the process of critical analysis of film to determine the historical accuracy of the content by:</p> <ol style="list-style-type: none"> Examining primary and secondary documents of the events portrayed in the film Comparing the film’s representations to that of the primary and secondary sources to: <ul style="list-style-type: none"> verify historical accuracy identify discrepancies determine bias analyze screen writer’s/director’s interpretation Comparing the historic context of the time to the time the film was produced Evaluating the arguments and interpretations as portrayed in the film <p>Film: Inherit the Wind</p> <ol style="list-style-type: none"> Students will review the concepts of conservatism and fundamentalism | <ul style="list-style-type: none"> Have students brainstorm ways that people “learn” history in addition to those already discussed. List ideas on chart paper or on the board. If students do not offer films or movies, add this to the list and ask students to name films with historical themes that they have either seen or heard about. Ask students to give their thoughts on the reliability of information presented in movies with historical themes. Questions to the class might include: Is it possible that some of these movies are very accurate? Is it possible that some of these movies are highly fictionalized? Is the perspective from which the film is told likely to influence the accuracy of information presented? How are historical movies or films with historical themes different from documentaries and news stories? Explain to students that as a class you will view a film with an historical theme and then compare the account given in the film to other sources of information | <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.CivicsHR.8.a</p> <p>6.1.12.HistoryUP.2.b</p> <p>6.1.12.EconNE.4.a</p> <p>6.1.12.HistoryUP.4.a</p> <p>6.1.12.CivicsDP.5.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>NJLSA.W7</p> <p>NJLSA.W8</p> <p>NJLSA.W9</p> <p>Mathematics</p> <p>MP.2</p> <p>MP.3</p> <p>MP.6</p> | <p>1 week</p> |

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| <p>2. Students will evaluate the ongoing debate regarding the teaching of creationism versus Darwin’s theory of evolution</p> | <p>available on the topic. Instruct students to view the film critically, writing down any points that they want to verify through other sources.</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>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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| | Vary level of reading and primary source documents | | | |
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Unit II

| OBJECTIVES | ACTIVITIES & EXPERIENCES | EVALUATION | NJSLS | Time |
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| <p>TransMississippi West and the impact that it had on Native Americans:</p> <p>Film: Fort Apache (clips from Little Big Man)</p> <p>1. Students will evaluate the film’s portrayal of Native Americans versus John Ford’s in Fort Apache.</p> <p>2. Students will develop an opinion concerning the role that the American soldier had in taming the American West.</p> | <ul style="list-style-type: none"> Have students brainstorm ways that people “learn” history in addition to those already discussed. List ideas on chart paper or on the board. If students do not offer films or movies, add this to the list and ask students to name films with historical themes that they have either seen or heard about. Ask students to give their thoughts on the reliability of information presented in movies with historical themes. Questions to the class might include: Is it possible that some of these movies are very accurate? Is it possible that some of these movies are highly fictionalized? Is the perspective from which the film is told likely to influence the accuracy of information presented? How are historical movies or films with historical themes different from documentaries and news stories? Explain to students that as a class you will view a film with an historical theme and then compare the account given in the film to | <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.HistoryUP.2.a</p> <p>6.1.12.CivicsDP.5.a</p> <p>6.1.12.HistoryCC.11.c</p> <p>6.1.12.GeoSV.3.a</p> <p>ELA</p> <p>NJSLSA.R1</p> <p>NJSLSA.R2</p> <p>NJSLSA.R6.</p> <p>NJSLSA.R7</p> <p>NJSLSA.R9</p> <p>NJSLSA.R10</p> <p>NJSLSA.W1</p> <p>NJSLSA.W7</p> <p>NJSLSA.W8</p> <p>NJSLSA.W9</p> <p>Mathematics</p> <p>MP.2</p> <p>MP.3</p> <p>MP.6</p> | <p>2 weeks</p> |

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| | <p>other sources of information available on the topic. Instruct students to view the film critically, writing down any points that they want to verify through other sources</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 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</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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| | Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents | | | |
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Unit III

| OBJECTIVES | ACTIVITIES & EXPERIENCES | EVALUATION | NJSLS | Time |
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| <p>World War II:</p> <p>Film: The Longest Day vs. Saving Private Ryan</p> <ol style="list-style-type: none"> Students will identify the theme of the film, The Longest Day, as a patriotic one, the triumph of democracy over dictatorship. Students will identify the themes in Saving Private Ryan. Students will compare the themes in both. Students will examine the central character roles as designed by the purpose of the films. Students will identify and describe the reaction the films had on that generation. | <ul style="list-style-type: none"> Have students brainstorm ways that people “learn” history in addition to those already discussed. List ideas on chart paper or on the board. If students do not offer films or movies, add this to the list and ask students to name films with historical themes that they have either seen or heard about. Ask students to give their thoughts on the reliability of information presented in movies with historical themes. Questions to the class might include: Is it possible that some of these movies are very accurate? Is it possible that some of these movies are highly fictionalized? Is the perspective from which the film is told likely to influence the accuracy of information presented? How are historical movies or films with historical themes different from documentaries and news stories? Explain to students that as a class you will view a film with an historical theme and then compare the account given in the film to | <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.EconET.11.a</p> <p>6.1.12.History CC.11.b</p> <p>ELA</p> <p>NJSLSA.R1</p> <p>NJSLSA.R2</p> <p>NJSLSA.R6.</p> <p>NJSLSA.R7</p> <p>NJSLSA.R9</p> <p>NJSLSA.R10</p> <p>NJSLSA.W1</p> <p>NJSLSA.W7</p> <p>NJSLSA.W8</p> <p>NJSLSA.W9</p> <p>Mathematics</p> <p>MP.2</p> <p>MP.3</p> <p>MP.6</p> <p>Science</p> <p>HS-LS2-6</p> <p>HS-LS2-7</p> | <p>2 weeks</p> |

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| | <p>other sources of information available on the topic. Instruct students to view the film critically, writing down any points that they want to verify through other sources.</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</p> | | <p>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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| | Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents | | | |
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Unit IV

| OBJECTIVES | ACTIVITIES & EXPERIENCES | EVALUATION | NJSLS | Time |
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| <p>Civil Rights Movement:</p> <p>Film: Simple Justice vs. Mississippi Burning</p> <ol style="list-style-type: none"> Students will review the Brown v. Board of Education, Topeka, Kansas decision concerning the issue of “separate but equal.” Students will apply the civil rights amendments (13, 14, and 15) and the various legal decisions and procedures leading up to the Brown v. Board of Education decision. Students will review the actions and events of Freedom Summer of 1963. Students will compare the approach in Simple Justice to the civil disobedient actions taken by SCLC, SNCC and the Freedom Riders. | <ul style="list-style-type: none"> Have students brainstorm ways that people “learn” history in addition to those already discussed. List ideas on chart paper or on the board. If students do not offer films or movies, add this to the list and ask students to name films with historical themes that they have either seen or heard about. Ask students to give their thoughts on the reliability of information presented in movies with historical themes. Questions to the class might include: Is it possible that some of these movies are very accurate? Is it possible that some of these movies are highly fictionalized? Is the perspective from which the film is told likely to influence the accuracy of information presented? How are historical movies or films with historical themes different from documentaries and news stories? Explain to students that as a class you will view a film with an historical theme and then compare | <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>6.1.12.HistoryCC.13.a</p> <p>6.1.12.HistoryCC.13.c</p> <p>6.1.12.HistoryUP.4.a</p> <p>ELA</p> <p>NJSLSA.R1</p> <p>NJSLSA.R2</p> <p>NJSLSA.R6.</p> <p>NJSLSA.R7</p> <p>NJSLSA.R9</p> <p>NJSLSA.R10</p> <p>NJSLSA.W1</p> <p>NJSLSA.W7</p> <p>NJSLSA.W8</p> <p>NJSLSA.W9</p> <p>Mathematics</p> <p>MP.2</p> <p>MP.3</p> <p>MP.6</p> | <p>2 weeks</p> |

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| | <p>the account given in the film to other sources of information available on the topic. Instruct students to view the film critically, writing down any points that they want to verify through other sources.</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 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:</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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| | 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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Unit V

| OBJECTIVES | ACTIVITIES & EXPERIENCES | EVALUATION | NJSLS | Time |
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| <p>The Cold War: Nuclear Development</p> <p>Film: Dr. Strangelove vs. Fail Safe</p> <ol style="list-style-type: none"> Students will review concepts of the Cold War themes that include: brinkmanship, MAD (Mutual Assured Destruction), thermonuclear warfare. Students will describe the era’s strategic thinking and cultural climate in the 1960s. Students will compare the intensity of the threat of nuclear war from the 1960s to 1980s (Dr. Strangelove vs. Fail Safe). Students will compare the personal reactions from those generations to their own. | <ul style="list-style-type: none"> Have students brainstorm ways that people “learn” history in addition to those already discussed. List ideas on chart paper or on the board. If students do not offer films or movies, add this to the list and ask students to name films with historical themes that they have either seen or heard about. Ask students to give their thoughts on the reliability of information presented in movies with historical themes. Questions to the class might include: Is it possible that some of these movies are very accurate? Is it possible that some of these movies are highly fictionalized? Is the perspective from which the film is told likely to influence the accuracy of information presented? | <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.EconNE.12.a</p> <p>6.1.12.HistoryCC.12.d</p> <p>6.2.12.HistoryCC.5.a</p> <p>6.2.12.HistoryCC.5.e</p> <p>ELA</p> <p>NJSLSA.R1</p> <p>NJSLSA.R2</p> <p>NJSLSA.R6.</p> <p>NJSLSA.R7</p> <p>NJSLSA.R9</p> <p>NJSLSA.R10</p> <p>NJSLSA.W1</p> <p>NJSLSA.W7</p> <p>NJSLSA.W8</p> <p>NJSLSA.W9</p> | <p>1 week</p> |

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| | <p>How are historical movies or films with historical themes different from documentaries and news stories?</p> <ul style="list-style-type: none"> • Explain to students that as a class you will view a film with an historical theme and then compare the account given in the film to other sources of information available on the topic. Instruct students to view the film critically, writing down any points that they want to verify through other sources. <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>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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| | <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> | | | |
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Unit VI

| OBJECTIVES | ACTIVITIES & EXPERIENCES | EVALUATION | NJSLS | Time |
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| <p>Film: Schindler’s List vs. Escape from Sobibor</p> <ol style="list-style-type: none"> Students will review events of the holocaust and the concept of genocide. Students will describe the human effects of persecution and triumph of the human spirit. Students will describe the response of the world community to genocide in the contemporary world. | <ul style="list-style-type: none"> Have students brainstorm ways that people “learn” history in addition to those already discussed. List ideas on chart paper or on the board. If students do not offer films or movies, add this to the list and ask students to name films with historical themes that they have either seen or heard about. Ask students to give their thoughts on the reliability of information presented in movies with historical themes. Questions to the class might include: Is it possible that some of these movies are very accurate? Is it possible that some of these movies are highly fictionalized? Is the perspective from which the film is told likely to influence the accuracy of information presented? How are historical movies or films with historical themes different from documentaries and news stories? Explain to students that as a class you will view a film with an historical theme and then compare the account given in the film to | <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.CivicsHR.11.a</p> <p>6.1.12.HistoryCC.11.d</p> <p>6.2.12.CivicsHR.4.a:</p> <p>6.2.12.HistoryUP.4.b</p> <p>6.2.12.HistoryUP.4.c</p> <p>ELA</p> <p>NJSLSA.R1</p> <p>NJSLSA.R2</p> <p>NJSLSA.R6.</p> <p>NJSLSA.R7</p> <p>NJSLSA.R9</p> <p>NJSLSA.R10</p> <p>NJSLSA.W1</p> <p>NJSLSA.W7</p> <p>NJSLSA.W8</p> <p>NJSLSA.W9</p> <p>Mathematics</p> <p>MP.2</p> <p>MP.3</p> <p>MP.6</p> | <p>2 weeks</p> |

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| | <p>other sources of information available on the topic. Instruct students to view the film critically, writing down any points that they want to verify through other sources.</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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| <p>Interdisciplinary Connections</p> | <p><u>Connections to NJSLS – English Language Arts:</u> WHST.9-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research 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 NJSLS – Mathematics</u> MP.4: Model with mathematics. 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. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> |
| <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. |

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| | <ul style="list-style-type: none"> ● 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. ● 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. |

List of Accommodations and Modifications

| Pascack Valley Regional High School District | |
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| 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 |
| Independent Practice & Assignments | Allow extra time to complete tasks without penalty |
| | Reduce reading/math/writing level of assignments |
| | Require fewer correct responses to achieve grade |
| | Allow computer printed/electronic assignments |
| | Simplify complex written directions |
| | Do not penalize for handwriting/spelling |
| | Allow flexible grading on scoring rubric |

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| A s s e s s m e n t s | Include word banks if helpful |
| | Bold highlight or underline instructions |
| | Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable. |
| | Reduce quantity of sections on an 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 |
| | 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. |
| | 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. |
| | Allow for extra time when needed. 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 open book/notes for exams |
| Give frequent short quizzes instead of lengthy exams | |
| Give exams/test items orally | |
| Give students their own copy of assessments that they can write on | |
| Allow extra time for assessments (specific to I.E.P.) | |

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| | Allow flexible schedule of assessment |
| | Allow flexible setting for assessment |
| | Allow student to asses on paper if regularly schedule for computer-based testing |
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| Organizational Skills | Provide a table of contents for notebook/binder; conduct a weekly clean-up |
| | Help the student create "to do" lists |
| | 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/short breaks |
| | Implement periodic/weekly behavior communication tools |

| Pascack Valley Regional High School District | |
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| 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 |
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| 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 |
| Organizational Skills | Provide a table of contents for notebook/binder |
| | Help the student create "to do" lists |
| | 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 |

| Social Studies/Business Accommodations/Modifications | |
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| Category | At Risk Accommodations/Modifications |
| Instructional Activities I n s t r u c t i o n a l A c t i v i t i e s | 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. |
| | 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. | |

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| 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 |
| | |
| Assessments | 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 |
| | 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 |
| | Provide choices of questions or choices of projects depending on the student's strengths |
| | 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 | |

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| | 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. |
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| 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 |
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| Behavioral | Keep rules simple and clear |
| | Implement a behavior management system |

| Pascack Valley Regional High School District | |
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| Social Studies/Business Accommodations/Modifications | |
| Category | Multilingual Learners 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 |
| | Provide oral & written instructions |
| | Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language. |
| | Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation |
| | Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas |

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| i o n a l A c t i v i t i e s | 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 |
| | Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams |
| | 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 - Conversely apply visual representations to ensure understandings |
| | |
| 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/ ML support |
| | |
| A s s e s s m | 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 | |

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| e n t s | 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 | |
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| Social Studies/Business Accommodations/Modifications | |
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| Category | Gifted and Talented Accommodations/Modifications |
| Instructional Activities | Provide supplementary or lengthier readings |
| | Provide enrichment activities |
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| 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.