

Pascack Valley Regional High School District

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

Course Name: One World, One Community: World Problems Today

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

COURSE DESCRIPTION: One World, One Community: World Problems Today

Course Description:

The world in the 21st Century continues to face complex problems and issues. In order for students to gain an understanding of global problems and to understand the role the United States plays in it, this course will introduce and critically examine the various issues present today. The purpose of this course is to evaluate the way in which American foreign policy responds to these selected topics. Throughout the course students will develop and gain the skills needed to understand and evaluate global issues as they continue to unfold

Student Outcomes:

- Conduct properly delineated and documented research
- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them
- In addition to general proficiencies, it is expected that students in the course will achieve the following goals:
 - To understand the desire of people for greater political power (locally, nationally and globally) and how that desire can contribute to both political, social and economic instability and conflict.
 - To explain the struggle for power among various societies and how it often manifests in the form of violence.
 - To explain how ethnically/religiously driven nationalism threatens peace and security.
 - To explain the concept of human rights and how it is violated in various parts of the world.
 - To explain economic, political and military methods used to encourage and enforce the observance of human rights worldwide.
 - To explain how nuclear proliferation and acts of terrorism have redefined the nature of war and the concept of security.
 - To explain how the conditions of disease, natural disasters, warfare, poverty and futile governments contribute to political and social instability and conflict.
 - To explain the relationship between humans and the environment and analyze the effects of human behavior and actions.

- To explain how the growing global population presents a strain on natural resources.
- To analyze how the reallocation of resources can minimize the potential for economic problems.
- To explain how only under the conditions of stability and security can economic advancement flourish.
- To explain the impact of international organizations and non-governmental organizations on relations between nations.
- Analyze the development of important global issues that are presented in this course.
- Identify the importance of the role of the United States in the global issues that are presented in this course.

Course Units:

Unit I – Terrorism

Unit II – Geopolitics

Unit III – Social Issues of the 21st Century

Unit IV – Human Rights – Global

Unit V – Nuclear Arms Race/limitation of the 21st Century

Unit VI- Environmental/Energy Issues

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

Unit I

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	TIME
<p>Terrorism</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify terrorism as a global problem. 2. Define the historical background connected to the concept. 3. Identify terrorist groups and the motives behind their actions. 4. Describe and explain the impact of these actions on global affairs. 5. Develop an opinion on whether or not terrorism is an effective tool or method in achieving their political ends; develop an opinion on whether or not the reaction of the international community is effective in combating these acts. 	<ul style="list-style-type: none"> • Ask students to give their thoughts on the reliability of the information presented in media sources. Questions might include: What is the message, what is the image, what is the intended interpretation, what is your interpretation, how does it impact global events/policy. • Class Discussion • Readings • TV/Newspaper Readings • Internet/Web Evaluations <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504:</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>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.HistorySE.15.b</p> <p>6.1.12.HistorySE.15.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>Science</p> <p>HS-LS2-6</p> <p>HS-LS2-7</p> <p>HS-ESS3-1</p>	<p>3 WEEKS</p>

	<p>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: Vary level of reading and primary source documents</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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Unit II

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	TIME
<p>Geopolitics – The study of relationships between and among nations of the world</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Identify the various relationships present today. Define the historical background connected to the concept. Identify the key regional powers and the roles that they play in developing global politics. Describe and explain the impact of these actions on global affairs. Develop an opinion on geopolitics from an American perspective; develop an opinion on whether or not the reaction of the international community is consistent with our own. Evaluate the effects of climate change on global politics 	<ul style="list-style-type: none"> Ask students to give their thoughts on the reliability of the information presented in media sources. Questions might include: What is the message, what is the image, what is the intended interpretation, what is your interpretation, how does it impact global events/policy. Class Discussion Readings TV/Newspaper Readings Internet/Web Evaluation <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504:</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>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.HistorySE.15.c</p> <p>6.1.12.EconGE.16.a</p> <p>6.1.12.EconNE.16.a</p> <p>6.1.12.HistoryCC.16.a</p> <p>6.1.12.GeoHE16.a</p> <p>6.3.12.GeoGI.1</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>5 WEEKS</p>

	<p>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: Vary level of reading and primary source documents</p>		<p>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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Unit III

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	TIME
<p>Social Issues of the 21st Century – The study of people and the events that impact the quality of life.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Identify the social issues of the 21st century that impact the global community. Define the historical background connected to the concept. Describe and explain the impact of these problems on global affairs. Develop an opinion on the social issues from an American perspective; develop an opinion on whether or not the reaction of the international community is consistent with our own. 	<ul style="list-style-type: none"> Ask students to give their thoughts on the reliability of the information presented in media sources. Questions might include: What is the message, what is the image, what is the intended interpretation, what is your interpretation, how does it impact global events/policy. Class Discussion Readings TV/Newspaper Readings Internet/Web Evaluation <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.</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>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.HistoryCC.16.a</p> <p>6.1.12.HistoryCC.16.b:</p> <p>6.1.12.EconNE.16.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>3 WEEKS</p>

	<p>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>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</p>	
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Unit IV

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	TIME
<p>Human Rights (Global) – The study of how nations of the world identify human rights and how they are implemented.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Identify the human rights issues of the 21st Century that impact the global community. Define the historical background connected to the concept. Describe and explain the impact of human rights problems on global affairs. Develop an opinion on the human rights issues from an American perspective; develop an opinion on whether or not the reaction of the international community is consistent with our own. 	<ul style="list-style-type: none"> Ask students to give their thoughts on the reliability of the information presented in media sources. Questions might include: What is the message, what is the image, what is the intended interpretation, what is your interpretation, how does it impact global events/policy. Class Discussion Readings TV/Newspaper Readings Internet/Web Evaluation <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</p>	<p>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 Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>	<p>6.1.12.CivicsHR.15.a 6.1.12.HistoryCC.15.b 6.3.12.CivicsHR.1 ELA NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9 Mathematics MP.2 MP.3 MP.6</p>	<p>3 WEEKS</p>

	<p>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>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</p>	
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Unit V

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	TIME
<p>Nuclear Arms Race/Limitations of the 21st Century – The study of the competition and subsequent limitation of the nuclear arsenal from the Cold War to the present.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Identify the Super Powers of the Cold War; identify the nuclear threats of the 21st Century and the impact on the global community. Define the historical background connected to the concept. Describe and explain the impact of the nuclear threat on global affairs. Develop an opinion on the philosophy and actions on the arms build up from an American perspective; develop an opinion on whether or not the reaction of the international community is consistent with our own. 	<ul style="list-style-type: none"> Ask students to give their thoughts on the reliability of the information presented in media sources. Questions might include: What is the message, what is the image, what is the intended interpretation, what is your interpretation, how does it impact global events/policy. Class Discussion Readings TV/Newspaper Readings Internet/Web Evaluation <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504:</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>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.HistoryCC.15.b</p> <p>6.1.12.HistorySE.15.a</p> <p>6.1.12.CivicsPR.15.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>Science</p>	<p>3 WEEKS</p>

	<p>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>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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Unit VI

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	TIME
<p>Environmental/Energy Issues – The study of the problems that effect the environment, including the direction of future energy possibilities and their impact on the environment.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Identify the environmental issues of the 21st Century; identify the energy sources and needs of the 21st Century and the impact on the global community. Define the historical background connected to the concept. Describe and explain the impact of the environmental/energy issues on global affairs. Develop an opinion on the philosophy and actions on the environmental/energy from an American perspective; develop an opinion on whether or not the reaction of the international community is consistent with our own. 	<ul style="list-style-type: none"> Ask students to give their thoughts on the reliability of the information presented in media sources. Questions might include: What is the message, what is the image, what is the intended interpretation, what is your interpretation, how does it impact global events/policy. Class Discussion Readings TV/Newspaper Readings Internet/Web Evaluation <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 <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>6.3.12.HistoryCA.2 6.1.12.GeoHE16.a 6.3.12.GeoGI.1 ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7 NJLSA.W8 NJLSA.W9 Mathematics MP.2 MP.3 MP.6 Science HS-LS2-6 HS-LS2-7</p>	<p>3 WEEKS</p>

	<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>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></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 NJSLS – 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>
<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., NJSLSA.R6, 7.1.AL.IPRET.6).

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

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.)	
Allow flexible schedule of assessment	
Allow flexible setting for assessment	

	Allow student to assess on paper if regularly schedule for computer-based testing
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	
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
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

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

I n s t r u c t i o n a l A c t i v i t i e s	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.
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
	Provide study guides and support outside of class time to review before assessments (common time

Assessments	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	
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
	Keep rules simple and clear

Behavioral	Implement a behavior management system
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Pascack Valley Regional High School District	
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
	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
Instructional Activities	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings
	Provide chunking of assignments into manageable steps, including checklists that clarify directions

Independent Practice & Assignments	<p>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/ML support</p>
Assessments	<p>Provide extra time for review prior to an assessment</p> <p>Review, repeat, and clarify directions</p> <p>Include word banks if helpful</p> <p>Chunk sections of assessment</p> <p>Shorten wording of questions</p> <p>Allow use of notes or formula pages on assessments in native language</p> <p>Revise wording or vocabulary choice to enhance comprehension</p> <p>Reduce length of written assignments if needed</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>Allow for partial credit when appropriate</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	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.