

# **Pascack Valley Regional High School District**

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

**Course Name:**

**Religion in America**

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

### **Religion in America: Course Description**

The role and function of Religion in America has changed with its history and as a result of globalization. Religious literacy is increasingly imperative in order to understand American culture. It has become increasingly important to understand the role of religion in global relationships and politics as well. As we begin to understand the function of religion in the American Experience we can also begin to understand the impact religion has on the Global Experience.

There are four units in the course:

1. Introduction – What is Religion/Why study Religion?
2. Study of Myth and Religion/American Myths
3. Elements of Religious Tradition
4. Religion in America Today

#### **Course Objectives:**

Students will be able to:

1. Know the important role that religion has played in the development of the United States;
2. Understand the role of myth in the establishment of traditional religion as found in the U.S.;
3. Explain the major similarities and differences between various religious beliefs in this country;
4. Identify and explain the primary elements found in the many questions facing the practice of religion in the U.S.;
5. Practice critical thinking and inquiry skills without viewing others holding different beliefs that could lead to prejudice and rejection.

#### **Skills Objectives:**

1. Demonstrate the ability to locate and use information sources as required in Social Studies including:
  - A. Library sources using Internet

- B. Websites
- C. The New York Times Index
- D. Facts on File
- E. Interview

2. Demonstrate the ability to combine concepts, principles, and generalizations by using varied resource materials to develop a research paper and/or project in which the student presents a hypothesis related to a problem or topic related to this course.

3. Written assignments (position papers, research papers, essays, etc.) will follow approved forms as drawn up by the Social Studies Department.

Each Unit will take about 2-4 weeks to complete for the semester course

#### **Interdisciplinary Connections**

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

- Career Transition
- Mathematics and Business can be combined with economic units
- Science can be combined with discussion of climate change
- Art, music and literature will be called upon to supplement what is learned in history and develop cross curricular development
- The teacher will with the library media specialist on various research units

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

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	Time
<p><b>I. INTRODUCTION</b></p> <p>Students will be able to:</p> <p>Explain their own experiences in religion;                      Explain their own feelings on those questions such as:</p> <ul style="list-style-type: none"> <li>• What is the good life?</li> <li>• What is a good person?</li> <li>• What is a good society?</li> <li>• What is the relationship between the individual and the society?</li> <li>• What are justice, truth, and virtue?</li> <li>• What must I be ready to die for?</li> <li>• What are my obligations to society?</li> </ul>	<p>The impact of personal beliefs and traditions from childhood until adolescence.                      (theism, atheism, agnosticism)</p> <p>Changes and trends in American Religious Life (as reflected in contemporary Pew Surveys) The study and analysis of American religious affiliations from childhood to adulthood.</p> <p>The role of faith (belief) and reason in revealing truth – the growth of fundamentalism Islamic Fundamentalism in the world and Christian Fundamentalism in America) – the result and reaction to this in elections and policy</p>	<p><b>Methods of Assessment</b></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.3.a</p> <p>6.1.12.HistoryCC.14.e</p> <p>6.3.12.HistoryCA.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>MP.2</p>	<p>3 Weeks</p>

	<p>The impact of written documents, books, and documentaries (Pope’s Encyclicals, Jesus Camp, Sam Harris books on Faith and Reason and Atheism) – the impact of 9/11 and its influence on the study of and the role of religion in the world.</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b>  <b>Special Ed/504:</b>          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><b>Multilingual Learners:</b>          Use simplified text and summaries of content.          Use art visuals for students to respond to instead of text.</p>		<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 &amp; 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>Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>			
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLA	Time
<p><b>II. STUDY OF MYTH AND RELIGION</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Understand the concept of myth and that its existence serves as a vehicle of expressing truth as envisioned by that culture;</li> <li>Explain the conversion of myth to religion as seen in the religious texts of Genesis, Job, Gospel of John and others as believers seek to find perennial truths.</li> <li>Explain the work of Joseph Campbell in <i>The Power of Myth</i> and <i>Hero With a Thousand Faces</i> (ideas reflected in George Lucas's <i>Star Wars</i>)</li> <li>Explain the Chief American Myths: The Chosen People Myth, The Myth of Mission, The Myth of Individualism, The Myth of Frontier, The Lone Ranger Myth, The Myth of Innocence, The Myth of Progress, The Myth of the Changing Self</li> </ol>	<p>The influence of the work of Joseph Campbell as reflected in <i>Star Wars</i></p> <p>The impact of the Space Age on faith-based explanations of the world.</p> <p>The interpretation of the Bible (literal vs. metaphorical interpretation) and the importance of symbols in religion</p>	<p><b>Methods of Assessment</b></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>6.1.12.HistoryCC.14.e:</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>5 weeks</p>

	<p>Understanding Perennial Truths revealed in literature: Siddhartha, Black Elk Speaks, The Kin of Ata, Tuesdays With Morrie, A River Runs Through It</p> <p><b>Differentiation for Diverse Learners/ Accommodations</b> <b>Special Ed/504:</b> 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><b>Multilingual Learners:</b> Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p>	<p>Project Based Assessments S</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 &amp; 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><b>At Risk Students:</b> Provide copies of presentations and notes Extended time on assignments</p> <p><b>Gifted and Talented:</b> Vary level of reading and primary source documents</p>			
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<b>OBJECTIVES</b>	<b>ACTIVITIES &amp; EXPERIENCES</b>	<b>EVALUATION</b>	<b>NJSLS</b>	<b>Time</b>
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<p><b>III. ELEMENTS OF RELIGIOUS TRADITION</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Identify the major traits of Judaism, Christianity, Islam, and Eastern religions as practiced in America today;</li> <li>Explain the religions from the viewpoint of the truths they are attempting to discover.</li> <li>Explain the importance of rituals and religious experience.</li> <li>Evaluate the sacred texts of each major religion.</li> </ol>	<p>The historical and cultural connection among the major monotheistic faiths of the world and a comparison of these to Eastern Rites.</p> <p>The significance of the belief in an afterlife (heaven and hell, God, reincarnation) and the impact of the beliefs on the practices of the faith.</p> <p>The Protestant Reformation, Vatican II, The Jewish Reform Movement, The Sunni/Shiite Split, The Caste System, The Buddha – The Enlightened One.</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b> Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents.</p>	<p>Sacred text analysis: The Torah Old/New Testament The Koran The Vedas</p> <p>Oral and written explanations of the beliefs and practices of world religions.</p> <p><b>Methods of Assessment</b> <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</p>	<p>6.1.12.HistoryCC.14.e 6.3.12.HistoryCA.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 HS-ESS3-1 Art 1.2.12acc.Re7a</p>	<p>4 weeks</p>
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	<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><b>Multilingual Learners:</b></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><b>At Risk Students:</b></p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p><b>Gifted and Talented:</b></p> <p>Vary level of reading and primary source documents</p>	<p>Project Based Assessments S</p>	<p>1.2.12acc.Re8a</p> <p>1.5.12prof.Re7a</p> <p>1.5.12acc.Re7b</p> <p>1.5.12acc.Re8a</p> <p>1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes &amp; Skills</p> <p>9.4.12.IML.2</p> <p>9.4.12.IML.8:</p> <p>Computer Science</p> <p>8.1.12.DA.5</p>	
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<b>OBJECTIVES</b>	<b>ACTIVITIES &amp; EXPERIENCES</b>	<b>EVALUATION</b>	<b>NJSLS</b>	<b>Time</b>
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<p><b>IV. THE PRACTICE OF RELIGION IN AMERICA</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain many of the changes made by the more traditional religions in their attempt to remain relevant and important in the life of the individual;</li> <li>2. Define the concepts of Conservative, Reform, and Orthodox as they reflect factional ideas within a church;</li> <li>3. Explain the growth of liberalism in many main-line churches;</li> <li>4. Understand the roles played by certain evangelical churches and “religious alternatives” in today’s America as exemplified by Jews for Jesus, Hare Krishna, the Mormons, Christian Science, Unitarianism, Pentecostals, and TV Evangelicalism.</li> </ol>	<p>Understanding religion from those who practice - experiences from guest speakers of various faiths:</p> <p>Roman Catholic Priest Buddhist Hindu Messianic Jew Reform Rabbi Conservative Rabbi Mormons Scientologist Christian Scientist Imam Jehovah’s Witnesses</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b> 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>Speaker Evaluation forms</p> <p>Service Visitation/analysis</p> <p>Discussion before guest speaker and debriefing after each speaker</p> <p><b>Methods of Assessment</b> <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.1 6.2.12.GeoPP.2.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</p>	<p>8 weeks</p>
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	<p>Scaffolding of assignments                  Guided questions and note taking                  Provide an Outline for writing assessments  <b>Multilingual Learners:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes  <b>At Risk Students:</b>                  Provide copies of presentations and notes                  Extended time on assignments  <b>Gifted and Talented:</b>                  Vary level of reading and primary source documents</p>		<p>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 &amp; Skills                  9.4.12.IML.2                  9.4.12.IML.8:                   Computer Science                  8.1.12.DA.5</p>	
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<p><b>Interdisciplinary Connections</b></p>	<p><b><u>Connections to NJSLS – English Language Arts:</u></b>  <b>WHST.9-12.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes  <b>WHST.9-12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research  <b>RST.11-12.1:</b> 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><b><u>Connections to NJSLS – Mathematics</u></b>  <b>MP.4:</b> Model with mathematics.  <b>NJSLSA.SL1</b> 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.  <b>NJSLSA.SL2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p><b>Career Readiness, Life Literacies, and Key Skills</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> <li>● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.</li> <li>● 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)</li> <li>● 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).</li> <li>● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</li> </ul>



	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).</li> <li>● 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).</li> </ul>
<p><b>Computer Science and Design Thinking</b></p>	<ul style="list-style-type: none"> <li>● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>

List of Accommodations and Modifications

<b>Pascack Valley Regional High School District</b>	
<b>Social Studies/Business Accommodations/Modifications</b>	
<b>Category</b>	<b>Special Education Accommodations/Modifications (I.E.P. Specific)</b>
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

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
	Use self-monitoring/self advocacy strategies

Behavioral	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.
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	

e s	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.
	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.	

	<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
Instructional	<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>



I n s t r u c t i o n a l A c t i v i t i e s	Activities	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
		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/MI support
Assessments		Provide extra time for review prior to an assessment
		Review, repeat, and clarify directions

Assessments	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

<b>Pascack Valley Regional High School District</b>	
<b>Social Studies/Business Accommodations/Modifications</b>	

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:

**a. 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.