

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

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

Course Name:

SOCIOLOGY

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

SOCIOLOGY: Course Description

This course is designed to investigate the organization and functioning of American society allowing students to develop a new way of looking at our society. The student is asked to use sociological techniques to investigate areas of American social behavior of interest to him/her. The results will emphasize students focusing on a sociological perspective.

COURSE OBJECTIVES:

Students will be able to:

1. explain the components of culture and demonstrate their effect on the individual's behavior;
2. describe and explain the concept of cultural change and apply it to case studies;
3. explain the concept of social problems; apply other concepts of sociology to the analysis of a social problem;
4. utilize the techniques of sociology and elements of the sociological perspective in a research project;
5. distinguish the effects of social stratification on each social class;
6. analyze mass society using the elements developed in class;
7. explain the functions of social institutions and evaluate their effectiveness

SKILLS OBJECTIVES:

Students will be able to:

1. accurately communicate their ideas and opinions both orally and in writing;
2. demonstrate appropriate listening skills as directed towards both the teacher and peer group members;

3. demonstrate the ability to synthesize the concepts of sociology by constructing a diagram
4. demonstrate the ability to outline and summarize, as well as to create generalizations;
5. demonstrate the ability to take notes and outline readings;
6. demonstrate the ability to work in groups;
7. apply ideas and concepts to reading and films;
8. conduct research and write an organized research paper.

Each Unit will take about 2-5 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 work with the library media specialist on various research units

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

OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	Time
<p>I. CULTURE</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Analyze culture according to the framework of material, cognitive and normative concepts as conceived by D. Poponoe; Apply ideas of change to current developments in American society; Apply ideas of deviance to a case study; Analyze a sub-culture. 	<ul style="list-style-type: none"> Application of theories of the nature of culture to current developments in American society. <p>Differentiation for Diverse Learners/ Accommodations 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>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p>	<p>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>6.3.12.HistoryCA.2 ELA</p> <p>NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics</p> <p>MP.2 MP.3 MP.6</p> <p>Science</p> <p>HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a 1.2.12acc.Re8a</p>	<p>2 week</p>

	<p>Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p>		<p>1.5.12prof.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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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	Time
<p>II. SOCIAL PROBLEMS AND SOCIOLOGICAL TECHNIQUES</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Apply the five basic concepts of the sociological perspective; Apply the criteria of sociological perspective to a specific social problem; Apply the techniques of sociology to a research topic; 	<ul style="list-style-type: none"> Analysis of social problems using sociological perspective Analysis of techniques involved in sociology Application of techniques to a research project <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504: Provide copies of notes and presentation</p>	<p>Methods of Assessment</p> <p><i>Student Assessment</i> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S</p>	<p>6.3.12.CivicsPD.1</p>	<p>4 weeks</p>

<p>4. Explain common fallacies about the sociological perspective.</p>	<p>Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes At Risk Students: Provide copies of presentations and notes Extended time on assignments Gifted and Talented: Vary level of reading and primary source documents</p>	<p>Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p>		
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	Time
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<p>III. SOCIAL INSTITUTIONS</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the characteristics common to all social institutions; 2. Distinguish between a social institution and other forms of social organization; 3. Explain the basic needs of a society and how social institutions meet those needs; 4. Distinguish between secondary and primary functions of social institutions; 5. Analyze one social institution. 	<ul style="list-style-type: none"> • Analysis of five universal social institutions • An in depth analysis of one social institution as chosen by the student • Evaluation of the effectiveness of social institutions <p>Differentiation for Diverse Learners/ Accommodations 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>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p>	<p>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.CivicsPR.10.b ELA</p> <p>NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics</p> <p>MP.2 MP.3 MP.6</p> <p>Science</p> <p>HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a</p>	<p>5 weeks</p>
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	<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>1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p>	
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLs	Time
<p>IV. MASS SOCIETY</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> Provide examples of the different types of propaganda and explain their differences; Complete a content analysis on one type of mass media; Explain the controversy over the control of mass media; Provide examples of collective behavior; Analyze a social movement according to the framework given in text. 	<ul style="list-style-type: none"> Analysis of different forms of propaganda Analysis of mass media <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</p>	<p>Methods of Assessment</p> <p><i>Student Assessment</i> Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F</p>	<p>6.2.12.HistoryCC.4.g 6.1.12.HistoryCA.7.a 6.1.12.HistoryUP.16.a:</p>	<p>5 weeks</p>

	<p>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: Vary level of reading and primary source documents</p>	<p>Debates/Socratic Seminars F Project Based Assessments S</p>		
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	Time
<p>V. SOCIAL STRATIFICATION</p> <p>Students will be able to:</p> <p>1. Define key terms of social stratification;</p>	<ul style="list-style-type: none"> Investigation of the American social class structure Analysis of social mobility Discussion of different theories for the existence of social stratifications in a society 	<p>Methods of Assessment</p> <p><i>Student Assessment</i></p> <p>Homework F Class discussion F</p>	<p>6.2.12.HistoryCC.3.b 6.1.12.HistoryCC.16.b ELA NJLSA.R1 NJLSA.R2</p>	<p>4 weeks</p>

<p>2. Describe the characteristics of the American Social class structure;</p> <p>3. Explain three theories of social stratification;</p> <p>4. Explain the consequences of the social class system;</p> <p>5. Explain the concept of social mobility and its impact of American society</p>	<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>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p> <p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students:</p> <p>Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented:</p> <p>Vary level of reading and primary source documents</p>	<p>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>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>Art</p> <p>1.2.12acc.Re7a</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>	
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			Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:	
			Computer Science 8.1.12.DA.5	

<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>
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Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none"> ● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. ● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. ● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. ● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) ● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. ● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). ● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6). ● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
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.

	<ul style="list-style-type: none"> ● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
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List of Accommodations and Modifications

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

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

	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
	Provide a table of contents for notebook/binder
	Help the student create "to do" lists

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

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

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

	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
Behavioral	Keep rules simple and clear
	Implement a behavior management system

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
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

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

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

Career Options for Jobs that Involve Social Studies

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

Career Information for Jobs that Involve Social Studies

Sociologists

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

Historians

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

Postsecondary Teachers

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

Anthropologists and Archeologists

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

Political Scientists

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

Market Research Analysts

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