

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: AP Art History

Born on: August, 2026
Current Revision: July, 2026
Board Approval: 8/24/2026

AP ART HISTORY: Course Description

AP Art History is a full-year, five-credit, introductory college-level course based on the College Board AP Art History framework. Students analyze architecture, sculpture, painting, photography, performance, and other art forms from global prehistory to the present. The course emphasizes the relationship between works of art and the historical and cultural circumstances in which they were created, used, collected, interpreted, and displayed.

In addition to AP content knowledge and skills, the course emphasizes historical thinking, visual and contextual analysis, interpretation, comparison, attribution, source evaluation, research, and evidence-based argumentation. The course is aligned to the New Jersey Student Learning Standards for Social Studies through authentic connections to World History/Global Studies, geography, economics, civics, culture, and historical perspectives. Students use works of art as historical evidence while preparing for the AP Art History examination and postsecondary study.

Student Outcomes:

Helping students develop and effectively use a wide variety of historical and visual-analysis skills is a central purpose of AP Art History. These skills support lifelong learning, cultural understanding, informed citizenship, and responsible participation in an interconnected world.

Students will be able to:

- Determine the credibility and value of primary and secondary sources while considering context, point of view, purpose, audience, and multiple perspectives
- Analyze works of art as historical evidence within political, economic, geographic, religious, social, and cultural contexts
- Differentiate and analyze form, function, content, context, materials, processes, and artistic decisions
- Communicate clear and persuasive written and oral arguments supported by visual and contextual evidence
- Explain how patronage, power, belief systems, trade, migration, colonialism, technology, and the environment shape artistic production
- Compare artistic traditions across cultures and time, identifying continuity, change, adaptation, appropriation, and exchange
- Analyze how identity, inequality, prejudice, discrimination, resistance, and human rights are represented in and affected by visual culture
- Evaluate evidence from objects, buildings, maps, plans, inscriptions, photographs, oral histories, and scholarly interpretations
- Develop and practice civil discussion, critique, presentation, and seminar skills
- Write valid visual-analysis, contextual-analysis, comparison, and evidence-based argumentative essays
- Continue to develop research skills through museum databases, library databases, scholarly articles, and digital collections
- Analyze commonly accepted art-historical arguments and explain how interpretations are constructed from evidence
- Compare and contrast points of view from artists, patrons, scholars, institutions, and cultural communities
- Recognize multiple and complex causes and effects in artistic and historical developments
- Analyze and evaluate historical patterns of continuity and change over time
- Identify, analyze, and synthesize information from works of art, maps, charts, timelines, plans, and contextual documents
- Analyze images, monuments, museums, and public art as expressions of perspective, identity, power, and memory
- Comprehend historical chronology while making thematic and cross-cultural connections across periods

Interdisciplinary Connections

Teachers will combine, integrate, and infuse disciplines as needed. ELA reading, writing, speaking, and listening are embedded throughout the course. World history, geography, civics, economics, religious studies, anthropology, archaeology, museum studies, technology, and studio art provide authentic interdisciplinary connections.

- Career Transition: Students explore careers in museums, archives, historic preservation, cultural-resource management, education, auction houses, galleries, conservation, archaeology, architecture, design, publishing, and digital humanities.
- Mathematics and Business can be integrated through scale, proportion, geometry, architectural planning, provenance, collecting, markets, patronage, and the economics of cultural institutions.
- Science can be integrated through materials, conservation, archaeology, dating methods, imaging technologies, climate, and human-environment interaction.
- History, literature, music, religion, philosophy, and studio art are used to deepen cultural and contextual understanding.
- The teacher will collaborate with the library media specialist and museum educators on research, source evaluation, digital collections, and information literacy.

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

Amistad/Holocaust/LGBTQ+/Climate Change/AAPI/DEI Connections**Amistad Connection:**

Amistad connections are integrated through the arts of Africa, the Atlantic slave trade and African diaspora, colonial visual culture, representations of slavery and resistance, provenance, museum collecting, and the work of Black artists. Students evaluate whose experiences are represented, omitted, or controlled and use multiple perspectives to construct historically responsible interpretations.

Holocaust Connections:

Holocaust and genocide education is integrated through the effects of war, persecution, propaganda, displacement, cultural destruction, looting, restitution, memorialization, and public memory. Students examine the responsibilities of artists, institutions, governments, bystanders, victims, and rescuers and analyze how visual culture shapes memory and ethical judgment.

LGBT/Disabilities:

Instruction includes the political, economic, social, and artistic contributions of LGBTQ+ people and persons with disabilities where historically and culturally appropriate. Students examine identity, representation, access, exclusion, self-definition, disability aesthetics, and the role of artists and cultural institutions in challenging discrimination.

Climate Change:

Climate-change connections include the relationship between geography, natural resources, built environments, artistic materials, land use, colonialism, industrialization, environmental justice, and contemporary ecological art. Students assess how artists and communities have represented and responded to changing environments.

Asian-American & Pacific Islanders:

AAPI connections are embedded throughout the units on South, East, and Southeast Asia, the Pacific, colonialism, migration, diaspora, war, globalization, and contemporary art. Instruction centers Asian and Pacific Islander voices and avoids treating diverse cultures as a single tradition.

Diversity, Equity, and Inclusion (DEI):

Diversity, equity, and inclusion are embedded through the study of global artistic traditions, historically marginalized artists and communities, Indigenous sovereignty, colonialism, diaspora, gender, sexuality, disability, class, religion, race, cultural property, museum representation, and restitution. Students seek diverse perspectives and evaluate how institutions and historical narratives construct cultural value.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Time Frame:	Content/ Topic	Observable Proficiencies/ Skills	NJSLS	Performance Benchmarks/ Assessments	Suggested Materials Used
8 classes	INTRODUCTION - Methodology, Context, and Visual Analysis Content Statement: Art historians interpret works through visual evidence, historical context, comparison, attribution, and evaluation of sources. Essential Questions: What is art? How do art historians construct and revise interpretations?	Content: Analyze form, function, content, context, materials, and processes. Evaluate the credibility, perspective, and limitations of sources. Construct claims using visual and contextual evidence. Skills: See Appendix B Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations See Accommodations/Modifications charts at the end of the document	Social Studies: Social Studies Practices: Developing Questions and Planning Inquiry; Gathering and Evaluating Sources; Seeking Diverse Perspectives; Developing Claims and Using Evidence; Presenting Arguments and Explanations 6.2.12.HistoryUP.2.a English Language Arts: RI.CR.11-12.1 RI.MF.11-12.6 W.AW.11-12.1 SL.II.11-12.2 Science: HS-PS2-6 HS-PS4-5 Career Readiness, Life Literacies & Key Skills: 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.9 9.4.12.CT.2	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	College Board AP Art History Course and Exam Description Smarthistory Metropolitan Museum of Art Heilbrunn Timeline Museum databases and scholarly sources
6 classes	Unit I - Global Prehistory c. 30,000-500 BCE Content Statement: Early artistic expression reflects relationships among humans, belief, materials, survival, mobility, and the natural world. Essential Question: How can material and archaeological evidence support	Content: Compare prehistoric works across regions. Explain relationships among environment, resources, ritual, and visual expression. Distinguish evidence-based inference from unsupported speculation. Skills: See Appendix B	Social Studies: Social Studies Practices: Gathering and Evaluating Sources; Seeking Diverse Perspectives; Developing Claims and Using Evidence 6.2.12.GeoHE.1.a (geographic lens) English Language Arts: RI.CR.11-12.1	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	Required AP works Archaeological site plans and maps Museum conservation records Smarthistory and scholarly excerpts

	interpretations when written evidence is limited?	Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations See Accommodations/Modifications charts at the end of the document	RI.MF.11-12.6 W.IW.11-12.2 Science: HS-ESS3-1 HS-PS2-6 Career Readiness, Life Literacies & Key Skills: 9.4.12.CI.1 9.4.12.CT.1 9.4.12.IML.2		
12 classes	Unit II - Ancient Mediterranean c. 3500 BCE-300 CE Content Statement: Art and architecture communicated religious belief, political authority, civic identity, empire, death, memory, and technological achievement. Essential Question: How did institutions and belief systems shape artistic production?	Content: Analyze works from the ancient Near East, Egypt, Greece, and Rome. Connect patronage, empire, religion, civic life, and commemoration to artistic decisions. Evaluate continuity and change in Mediterranean traditions. Skills: See Appendix B Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations See Accommodations/Modifications charts at the end of the document	Social Studies: 6.2.12.HistoryCC.2.b Social Studies Practices: chronological reasoning; historical context; claims and evidence English Language Arts: RI.CR.11-12.1 RI.CT.11-12.8 W.AW.11-12.1 Science: HS-PS2-6 HS-ETS1-3 Career Readiness, Life Literacies & Key Skills: 9.4.12.CT.1 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.9	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	Required AP works Ancient texts in translation Maps of empires and trade Architectural plans and reconstructions
14 classes	Unit III - West and Central Asia c. 500 BCE-1980 CE Content Statement: Belief systems, dynastic rule, trade, pilgrimage, empire, colonial encounters, and nation-building shaped artistic traditions.	Content: Analyze sacred and secular works within Islamic and regional contexts. Trace artistic exchange through trade and empire. Compare courtly, religious, and modern cultural production. Skills: See Appendix B	Social Studies: 6.2.12.HistoryCC.1.a 6.2.12.HistoryCC.1.e 6.2.12.CivicsPR.2.a English Language Arts: RI.CR.11-12.1 RI.MF.11-12.6 W.AW.11-12.1 Science:	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	Required AP works Silk Roads and empire maps Manuscript and architectural sources Museum collections

	Essential Question: How did movement of people, ideas, materials, and technologies influence art?	Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations See Accommodations/Modifications charts at the end of the document	HS-ESS3-1 HS-PS2-6 Career Readiness, Life Literacies & Key Skills: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.9		
16 classes	Unit IV - South, East, and Southeast Asia c. 300 BCE-1980 CE Content Statement: Religion, philosophy, court culture, trade, technology, colonialism, and modernization shaped diverse Asian traditions. Essential Question: How do belief, power, and exchange affect form, function, and interpretation?	Content: Analyze works connected to Hinduism, Buddhism, Jainism, Islam, Confucianism, Daoism, and Shinto. Compare temples, sculpture, painting, prints, gardens, and performance contexts. Evaluate cultural exchange and modernization. Skills: See Appendix B Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations See Accommodations/Modifications charts at the end of the document	Social Studies: 6.2.12.CivicsPR.2.a 6.2.12.EconGE.1.a 6.2.12.HistoryCC.1.e English Language Arts: RI.CR.11-12.1 RI.MF.11-12.6 SL.II.11-12.2 Science: HS-PS2-6 HS-ETS1-3 Career Readiness, Life Literacies & Key Skills: 9.4.12.CI.1 9.4.12.CT.2 9.4.12.IML.8 9.4.12.IML.9	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	Required AP works Religious and philosophical texts Temple diagrams and maps Asian museum databases
18 classes	Unit V - Early Europe and Colonial Americas c. 200-1750 CE Content Statement: Religion, political institutions, patronage, pilgrimage, Renaissance humanism, Reformation, exploration, and colonialism transformed visual culture.	Content: Analyze medieval, Renaissance, and early modern European works. Explain patronage, church and state power, and print culture. Assess colonial encounters and Indigenous-European artistic exchange. Skills: See Appendix B	Social Studies: 6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryCC.1.f English Language Arts: RI.CR.11-12.1 RI.CT.11-12.8 W.AW.11-12.1 Science:	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	Required AP works Religious and patronage documents Colonial maps and prints Museum and cathedral virtual tours

	Essential Question: How did belief, technology, and colonial interaction produce continuity and change?	Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations See Accommodations/Modifications charts at the end of the document	HS-PS4-5 HS-PS2-6 Career Readiness, Life Literacies & Key Skills: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.9		
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22 classes	Unit VI - Later Europe and Americas c. 1750-1980 CE Content Statement: Revolution, nationalism, industrialization, urbanization, empire, capitalism, photography, war, modernism, and reform reshaped art and society. Essential Question: How did modern political, technological, and social change alter artistic production and interpretation?	Content: Analyze relationships among art, revolution, industrial society, empire, war, identity, and reform. Compare modern movements and artists' responses to rapid change. Evaluate photography, propaganda, abstraction, and mass culture. Skills: See Appendix B Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations See Accommodations/Modification s charts at the end of the document	Social Studies: 6.2.12.CivicsPD.3.a 6.2.12.HistoryCC.3.b 6.2.12.HistoryUP.3.a 6.2.12.HistoryUP.4.b English Language Arts: RI.CR.11-12.1 RI.MF.11-12.6 W.AW.11-12.1 SL.II.11-12.2 Science: HS-PS4-5 HS-ESS3-4 Career Readiness, Life Literacies & Key Skills: 9.4.12.CT.1 9.4.12.IML.8 9.4.12.IML.9 9.4.12.DC.1	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	Required AP works Political images and photographs Artists' manifestos War, civil-rights, and social-reform sources
10 classes	Unit VII - Indigenous Americas c. 1000 BCE-1980 CE Content Statement: Indigenous art reflects environment, governance, religion, community, exchange, memory, sovereignty, colonial disruption, survival, and continuity. Essential Question: How can analysis center Indigenous knowledge and perspectives?	Content: Analyze diverse Mesoamerican, Central Andean, North American, and contemporary Indigenous works. Evaluate colonial impact and cultural resilience. Examine cultural property, repatriation, and museum interpretation. Skills: See Appendix B Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations	Social Studies: 6.2.12.GeoSV.1.a 6.2.12.HistoryCC.1.c 6.2.12.HistoryCC.1.f English Language Arts: RI.CR.11-12.1 RI.PP.11-12.5 W.AW.11-12.1 Science: HS-ESS3-1 HS-PS2-6 Career Readiness, Life Literacies & Key Skills: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.IML.8 9.4.12.DC.2	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	Required AP works Indigenous-authored scholarship Maps and oral-history excerpts Tribal and museum resources

		See Accommodations/Modification s charts at the end of the document			
9 classes	Unit VIII - Africa c. 1100-1980 CE Content Statement: Kinship, leadership, spirituality, performance, trade, colonialism, diaspora, collecting, restitution, and postcolonial identity shaped African art. Essential Question: How do original performance and community contexts change interpretation?	Content: Analyze African works in their original social, political, and performance contexts. Assess trade, slavery, colonialism, diaspora, and postcolonial identity. Conduct provenance and restitution inquiry. Skills: See Appendix B Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations See Accommodations/Modification s charts at the end of the document	Social Studies: 6.2.12.HistoryCC.1.b 6.2.12.HistoryCC.1.d 6.2.12.HistoryCC.1.f 6.2.12.HistoryUP.3.a English Language Arts: RI.CR.11-12.1 RI.PP.11-12.5 W.WR.11-12.5 Science: HS-ESS3-1 HS-PS2-6 Career Readiness, Life Literacies & Key Skills: 9.4.12.CT.2 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.9	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	Required AP works Performance documentation Trade and colonial maps African museum and restitution sources
7 classes	Unit IX - The Pacific c. 700-1980 CE Content Statement: Ocean environments, navigation, genealogy, ritual, performance, status, exchange, colonial contact, and cultural resilience shaped Pacific arts. Essential Question: How do land, sea, ancestry, and performance shape meaning?	Content: Analyze works from Polynesia, Micronesia, Melanesia, and Australia within community contexts. Connect geography and navigation to cultural production. Assess colonial contact and Indigenous continuity. Skills: See Appendix B Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations	Social Studies: 6.2.12.GeoHE.1.a 6.2.12.HistoryCC.1.f Social Studies Practice: Seeking Diverse Perspectives English Language Arts: RI.CR.11-12.1 RI.MF.11-12.6 SL.II.11-12.2 Science: HS-ESS2-5 HS-ESS3-1 Career Readiness, Life Literacies & Key Skills:	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S	Required AP works Pacific maps and navigation sources Indigenous cultural-institution sources Oral traditions and performance media

		See Accommodations/Modifications charts at the end of the document	9.4.12.GCA.1 9.4.12.CT.2 9.4.12.IML.2 9.4.12.TL.4		
16 classes	Unit X - Global Contemporary c. 1980-Present Content Statement: Globalization, migration, identity, human rights, environmental change, mass media, technology, markets, and activism shape contemporary art. Essential Question: How do global interconnection and technology challenge established artistic traditions and institutions?	Content: Analyze global contemporary works and artist statements. Evaluate migration, diaspora, identity, environment, markets, and technology. Compare local meaning and global circulation. Skills: See Appendix B Visual and contextual analysis Comparison and attribution Source evaluation and evidence-based argumentation Differentiation for Diverse Learners/Accommodations See Accommodations/Modifications charts at the end of the document	Social Studies: 6.2.12.HistoryCC.5.d 6.2.12.HistoryCC.5.e 6.2.12.EconGE.6.c 6.2.12.CivicsHR.6.b English Language Arts: RI.CR.11-12.1 RI.MF.11-12.6 W.WR.11-12.5 W.SE.11-12.6 SL.II.11-12.2 Science: HS-ESS3-4 HS-ETS1-3 HS-PS4-5 Career Readiness, Life Literacies & Key Skills: 9.2.12.CAP.3 9.2.12.CAP.6 9.4.12.CI.2 9.4.12.GCA.1 9.4.12.IML.9 9.4.12.TL.1	Image identification and contextual analysis F Reading and source-analysis activities F AP-style multiple-choice and free-response tasks F/S Seminar, presentation, or comparison activity F Unit exam S Mock AP Examination S	Required AP works ART21 and artist interviews Current museum exhibitions Digital archives and contemporary criticism

APPENDIX A

Integrated Research Unit:

Summary

In order to ensure that a variety of research skills are embedded into AP Art History, students complete an integrated art-historical research experience. The topic and product may vary, but students consistently gather reliable sources, document provenance and context, cite evidence, compare interpretations, write analytically, and present conclusions using appropriate images and technology.

The required skills are as follows:

1. Gathering source information – Students will be able to identify valid, reliable, and relevant sources. This includes Internet sites, reference books, non-reference books, newspaper articles, and other print sources.
2. Citations – Students will be able to properly cite information in a Works Cited/Bibliography as well as in-text citations when applicable.

3. Analysis and Synthesis of Research – Students will be able to analyze sources in a constructive way. They will be able to identify important information, relate that information to their research topic, and synthesize information to complete their product.
4. Written expression – Students will be able to create a written component of their research. The written component can be in the form of an essay (persuasive, informative, etc.), a formal research paper, a speech, etc. The emphasis is on the student's ability to form a comprehensive, organized, and detailed product related to their research that is entirely of their own efforts; time should be provided to discuss plagiarism and how to avoid it.
5. Visual/Oral expression – Students will be able to present their research using visual and public-speaking skills. Students will create a presentation for the class based on their findings. It is suggested that this component emphasize technology.
6. Technology – Students will be able to utilize various types of technology, such as PowerPoint, video-streaming, etc. as a part of the research process. Technology is infused throughout the unit in the form of both research methods as well as student products.

APPENDIX B

Social Studies Skills Table	
Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?	
Social Studies Skill	9-12
Chronological Thinking	• Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	• Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. • Relate current events to the physical and human characteristics of places and regions.
Critical Thinking	• Distinguish valid arguments from false arguments when interpreting current and historical events. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Presentational Skills	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
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Interdisciplinary Connections	<i>Connections to NJSLs - English Language Arts (Grades 11-12):</i> RI.CR.11-12.1: Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.MF.11-12.6: Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information. W.AW.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.SE.11-12.6: Gather relevant information from multiple authoritative print and digital sources; assess each source's strengths and limitations; integrate information selectively; avoid plagiarism and overreliance on any one source; and follow a standard citation format. SL.II.11-12.2: Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies among the data. SL.PI.11-12.4: Present information, findings, and supporting evidence clearly, concisely, and logically, with content, organization, development, and style appropriate to task, purpose, and audience. <i>Connections to 2026 NJSLs - Science (Grades 9-12):</i> HS-PS2-6: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. HS-PS4-5: Communicate technical information about how technological devices use principles of wave behavior and wave interactions with matter to transmit and capture information and energy. HS-ESS2-5: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity. HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems. HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for constraints including cost, safety, reliability, aesthetics, and possible social, cultural, and environmental impacts. <i>Connections to NJSLs - Mathematics:</i> MP.4: Model with mathematics.
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Career Readiness, Life Literacies & Key Skills	● 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., RI.PP.9-10.5, 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). ● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. ● 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. ● 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
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| | <ul style="list-style-type: none">● 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.● 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions may work better than others.● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information in media, data, or other resources.● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. |
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Computer Science and Design Thinking	• 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.
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Career Ready Practices**World History****AP Art History****US II**

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.	In specific units students learn about the Enlightenment thinkers and how those concepts became the foundation for American Democracy and citizenship. Writings from John Locke, Thomas Hobbes, Voltaire, Montesquie and Rousseau are analyzed and parallels drawn between these ideas and modern civic engagement and civic virtue. As in all Social Studies classes, the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis.	Students examine cultural heritage, public memory, museum ethics, cultural property, and the responsibilities of informed global citizens.	As in all Social Studies classes, throughout the US 2 curriculum the importance of being an informed citizen and participant in our democracy are reinforced on a daily basis. Supreme Court decisions relevant to each time period are examined, along with the election process. Students explore the Civil Rights Movement and Voting Right legislation.
CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation	In all units of World History students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.	Students apply visual literacy, historical research, writing, speaking, technology, and critical-thinking skills in every unit.	In all units of US II students engage in activities, assignments and projects to develop literacy, critical thinking, problem solving and technology skills that can be applied to the workplace.

CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well- being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career- ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.		Students consider how built environments, public spaces, wellness, identity, and cultural participation affect individuals and communities.	Students engage in stock market analysis and personal finance simulations as part of the Great Depression/New Deal units
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Career Ready Practices	World History	AP Art History	US II
CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.	All units of World History include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.	Students communicate art-historical interpretations clearly through evidence-based writing, discussion, critique, and presentation.	All units of US II include written, visual and verbal analysis of primary source documents and complex text to analyze historical questions clearly and effectively with reason. Specific texts and writing assignments are listed in each unit.
CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.	New technologies developed during the Scientific and Industrial Revolutions are examined and how they impacted the social, environmental and economic development of different regions of the world.	Students evaluate the environmental, social, political, and economic consequences of patronage, materials, collecting, colonialism, and cultural development.	During the late 19th through the 20th century the United States grew exponentially. The economic expansion weighed heavily on the overall environment. As the century drew to a close, there became a greater awareness of the industrial expansion and government intervention and oversight became more prevalent.

Career Ready Practices	World History	AP Art History	US II
CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	All units in World History include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.	Students demonstrate creativity through curatorial proposals, visual comparisons, research questions, and original interpretations grounded in evidence.	All units in US II include problem- solving activities and simulations to apply historical concepts and skills to real-world, modern issues.
CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.	All units of World History include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.	Students use museum, library, and scholarly databases; evaluate source credibility; cite evidence; and corroborate competing interpretations.	All units of US II include assignments and projects that are research based and require students to examine the validity and reliability of various sources including primary, secondary, periodicals, library historical databases and online historical research databases.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.	All units of World History include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.	Students analyze complex visual and historical problems, revise claims, and persevere through AP-level comparison and argumentation.	All units of US II include assignments and projects that require students to engage in critical thinking skills and problem-solving skills. Students examine the content specific problems from each time period of study, analyze various primary source documents, engage in biographical readings and examine how society addressed the problems at the time and how those problems and solutions may still be relevant to today.
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Career Ready Practices	World History	AP Art History	US II
CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.	The Holocaust is used to study human behavior, patterns of discrimination, morality and ethics.	Students examine ethical leadership through patronage, propaganda, cultural stewardship, provenance, restitution, and institutional decision-making.	Case studies on the ethical decisions behind use of the Atomic Bomb are examined.
CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they		Students investigate careers in museums, preservation, conservation, archaeology, architecture, education, publishing, galleries, and digital humanities.	This standard is more specifically taught in our Social Studies elective courses. Those courses explore careers in civil service, law and law enforcement, social work, psychology and other humanities fields. Guest speakers (in person or virtual) are invited into classes and/or the History Club (PH/PV).

recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.			
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Career Ready Practices	World History	AP Art History	US II
CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of World History.	Students use digital collections, presentation tools, mapping, imaging, and research technology responsibly and effectively.	Students are required to utilize technology and refine 21st Century skills through database research and multimedia presentations in all units of US II.
CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	In all units of World History students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.	Students collaborate in seminars, critiques, research teams, and presentations while respecting diverse cultural perspectives.	In all units of US II students are required to consider multiple perspectives to evaluate issues of the past and today and develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to the modern global society.

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
Assessments	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 scheduled 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
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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
	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
Assessments	Provide study guides and support outside of class time to review before assessments (common time or after school)

	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed.
	Reduce number of calculation questions required.
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.
	Allow for partial credit, when appropriate
	Provide choices of questions or choices of projects depending on the student's strengths
	Allow for alternative assessments to show comprehension of the content such as a project or other

	means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary.
	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 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/ ML support
Assessments 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/Mod ifications
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.