

**Subject: Advanced Placement United States History**

**Grade Level: 11**

**Course Description**

United States History II is a chronological survey course detailing American history from the late 1800s to the present. It incorporates a social science approach to the study of American economic, cultural, political, social and diplomatic history. It concentrates on America's rise to becoming a world power, domestic developments, how the United States functions with diverse cultures and ethnic groups internally, and how she fits into the newly changing external world.

US History II is both a history and current events course wrapped into one. You cannot and will not be able to appreciate and understand events that are happening in America and the world today unless you know how events have unfolded in the recent past. Much of how the world works to this day is based on people's actions over the last 100+ years. We will work together to uncover what happened, why it happened and how it impacts us today.

Throughout the course we will examine people, places, events, music, art, movies, culture and more. In addition to the content, there will be a heavy emphasis on social studies skills. As we move through the year students will not only be expected to become successful students of history but also to greatly increase their abilities to read, write and speak about America's place in the world in a knowledgeable manner.

Adopted by the Somerville Board of Education on July 25, 2017

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| Month/<br>Marking Period                             | September  | October   | November  | December   | January   |
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| <b>New Jersey Student Learning Standards (NJSLS)</b> | 6.1.12.C.5.a-c<br>6.1.12.D.5.a-b   | 6.1.12.C.6.a-c<br>6.1.12.D.6.b<br>6.1.12.B.5.b  | 6.1.12.D.6.b<br>6.1.12.B.6.a  | 6.1.12.A.6.a-c<br>6.1.12.B.6.a-b<br>6.1.12.D.6.c<br>6.1.12.A.7.a-c<br>6.1.12.B.7.a<br>6.1.12.C.7.a-b<br>6.1.12.D.7.a-b   | 6.1.12.A.9.a<br>6.1.12.C.9.a-d<br>6.1.12.D.9.a-d<br>6.1.12.D.10.a<br>6.1.12.A.10.a-c<br>6.1.12.B.10.a<br>6.1.12.C.10.a-b<br>6.1.12.D.10.a-d   |
| <b>Essential Question:</b>                           | What was the political environment in the United States following the Civil War?   | How did the transformation of the United States from an agricultural to an increasingly industrial and urbanized society bring about significant changes?     | What factors led to a burst of imperialistic expansionism at the turn of the 20 <sup>th</sup> century?  | In what ways did an increasingly pluralistic society debate the proper degree of governmental activism?  | How have the expectations of government been shaped by events of the 1920s?   |
| <b>Content:</b>                                      | Politics in the Gilded Age   | The Rise of Industrialism   | The United States an Empire Builder   | The Rise of Progressivism  | The 1920s: The Period of “Boom and Bust”: The Great Depression and the New Deal   |
| <b>Skills and Topics:</b>                            | <ul style="list-style-type: none"> <li>Assess the efforts of the Radical Republicans to establish a base for their party in the south</li> <li>Track how the rights granted</li> </ul> | <ul style="list-style-type: none"> <li>Analyze how large-scale production led to the development of a “Gilded Age” characterized by an emphasis on</li> </ul> | <ul style="list-style-type: none"> <li>Analyze why many Americans began to advocate overseas expansionism in the late 19<sup>th</sup> century.</li> <li>Relate</li> </ul> | <ul style="list-style-type: none"> <li>Identify how government agencies and conservation groups integrated corporate interests with public control over natural</li> </ul> | <ul style="list-style-type: none"> <li>Determine how the US transitioned from an agricultural society to an urban, industrial society</li> <li>Identify the new economic</li> </ul> |

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|  | <p>to African-Americans were stripped away</p> <ul style="list-style-type: none"> <li>• Determine how the Civil War amendments established judicial principles</li> <li>• Contrast the goals of labor and management over the issues of wages and working conditions</li> <li>• Relate the emergence of an industrial culture to restrictions placed on minorities and immigrants</li> <li>• Determine what led to the growth of the People’s (Populist) Party</li> <li>• Explain how</li> </ul> | <p>consumption, marketing, and business consolidation</p> <ul style="list-style-type: none"> <li>• Relate government subsidies for transportation to the opening of new markets in North America</li> <li>• Assess how new technological innovations and redesigned financial structures led to the exploitation of natural resources and a growing labor force</li> <li>• Determine how the philosophy of Social Darwinism was used to consolidate corporations</li> </ul> | <p>Americans’ advocacy for overseas expansion to new territorial ambitions and acquisitions in the Western Hemisphere and the Pacific</p> <ul style="list-style-type: none"> <li>• Analyze how various theories furthered the argument that Americans were destined to expand their culture</li> <li>• Explain how the American victory in the Spanish-American War led to the</li> </ul> | <p>resources</p> <ul style="list-style-type: none"> <li>• Compare the philosophies of corporate capitalism with utopianism and the Social Gospel</li> <li>• Research the ways Progressives worked to reform existing social and political institutions</li> <li>• Contrast the goals of the Progressives with the laws passed during World War I</li> <li>• Analyze the debates over the nation’s role in World War I and how best to achieve national security and pursue American</li> </ul> | <p>opportunities available for women, internal migrants, and international migrants</p> <ul style="list-style-type: none"> <li>• Relate the arrival of “new immigrants” to highly restrictive immigration policies, the first “Red Scare” and labor violence</li> <li>• Research the new American culture which was formed by the rise of an urban industrial society</li> <li>• Investigate economic and foreign policies of the United States prior to the Great Depression</li> <li>• Determine government policies that contributed to the Great Depression</li> </ul> |
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|  | <p>Gilded Age politics were tied to big business</p> <ul style="list-style-type: none"> <li>• Relate corruption in big business to increased demand for popular control and reform of local, state, and national government</li> <li>• Investigate the connection between increasingly nativist theories were used to justify violence</li> </ul> | <ul style="list-style-type: none"> <li>• Explain how leaders of big business and their Washington allies tried to create a unified industrial nation</li> <li>• Examine how workers organized into local and national unions</li> <li>• Define the goals of some of the southern leaders who called for a “New South”</li> <li>• Relate the completion of the transcontinental railroad to the movement west</li> <li>• Contrast the views of those who justified</li> </ul> | <p>acquisition of territories in the Caribbean, Latin America, the Philippines and in Asia</p> <ul style="list-style-type: none"> <li>• Compare and contrast the views of imperialists and anti-imperialists</li> </ul> | <p>interests</p> <ul style="list-style-type: none"> <li>• Determine the reasons for America’s entrance into World War I</li> <li>• Assess the role played by the American Expeditionary Forces played in World War I</li> <li>• Relate Woodrow Wilson’s involvement in post-war negotiations to his progressive goals</li> <li>• Contrast the positions of America’s acceptance of the Treaty of Versailles</li> </ul> | <ul style="list-style-type: none"> <li>• Compare and contrast causes and outcomes of the stock market crash with other periods of economic instability</li> <li>• Conduct research of the global effects of the Great Depression</li> <li>• Analyze the impact of the Great Depression on society and the expectations of the role of government in the United States</li> </ul> |
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|  |  | the success of those at the top with those who argued that the wealthy had an obligation to help those less fortunate  |  |  |  |
| <b>Interdisciplinary Connections:</b>  | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>9.2.12.C.1-3, 9.2.12.C.7-9<br>CRP 1, 4, 5, 8, 9, 12   | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>9.2.12.C.1-3, 9.2.12.C.7-9<br>CRP 1, 4, 5, 8, 9, 12 | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>9.2.12.C.1-3, 9.2.12.C.7-9<br>CRP 1, 4, 5, 8, 9, 12 | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>9.2.12.C.1-3, 9.2.12.C.7-9<br>CRP 1, 4, 5, 8, 9, 12 | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>9.2.12.C.1-3, 9.2.12.C.7-9<br>CRP 1, 4, 5, 8, 9, 12 |
| <b>Integration of Technology:</b>      | <a href="http://www.state.nj.us/education">http://www.state.nj.us/education</a> , content-related websites, Internet, Web Quests, Think Quest, Chrome Books, interactive maps, Smart Boards, Google Docs, prezis, wikis, Voice Thread, video streaming   |  |  |  |  |
| <b>Writing:</b>                        | Open-ended responses, Short Answer Questions, Free Response Questions, Document-Based Questions Oral   |  |  |  |  |
| <b>Formative Assessments:</b>          | Oral presentations, multi-media presentations, self-assessments, peer assessments, scoring rubrics, benchmark assessments  |  |  |  |  |
| <b>Summative Assessments:</b>          | Quizzes, tests, reports, quarterly tests, benchmark assessments  |  |  |  |  |
| <b>Performance Assessments:</b>        | Oral reports, debates, re-enactments, dramatizations, multi-media presentations  |  |  |  |  |
| <b>21<sup>st</sup> Century Themes:</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Global Awareness</li> <li><input checked="" type="checkbox"/> Civic Literacy</li> <li><input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy</li> <li><input type="checkbox"/> Health Literacy</li> </ul> |  |  |  |  |

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| <p><b>21<sup>st</sup> Century Skills:</b></p> | <ul style="list-style-type: none"> <li>✔ Creativity &amp; Innovation</li> <li>○ Media Literacy</li> <li>✔ Critical Thinking &amp; Problem Solving</li> <li>✔ Life and Career Skills</li> <li>✔ Information &amp; Communication Technologies Literacy</li> <li>✔ Communication &amp; Collaboration</li> <li>✔ Information Literacy</li> </ul>  |
| <p><b>Resources:</b></p>                      | <p>Textbook, web-based support for textbook, primary source readings book, magazines, periodicals, newspapers, professional journals, maps, videos, CDs, culturally-authentic documents, teacher-created resources</p>  |
| <p><b>Accommodations/Modifications</b></p>    | <p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> <li>• Computer-assisted instruction</li> <li>• Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com.</li> <li>• Text to Speech (Speak It!)</li> </ul> <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> <li>• Tired graphic organizers to add complex layers</li> <li>• Raise levels of intellectual demands</li> <li>• Differentiate content, process or product depending on students' readiness, interests and/or learning styles</li> <li>• expanded open-ended questions</li> </ul> <p>ELL Students-</p> <ul style="list-style-type: none"> <li>• Sheltered Instruction Strategies</li> <li>• Text to Speech (Speak It!)</li> </ul> <p>Special Education-</p> <ul style="list-style-type: none"> <li>• IEP accommodations and modifications</li> <li>• Extra time as needed</li> <li>• Repeated directions</li> <li>• Read directions aloud</li> <li>• Additional scaffolding as needed</li> <li>• Modified assignments as needed</li> </ul> <p>*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p> |
| <p><b>Careers:</b></p>                        | <p>Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to the following: Archeology, Architecture, Engineering, Arts, Information Technology, Communications, Finance, Government and Public Administration, Law, Human Services, Hospitality and Tourism, Manufacturing, Finance, Marketing, Library Science, Museum Studies, International Relations, Archive Management, Journalism, and Education.</p>   |

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**\*2016 NJSL**

**RL – Reading Literature**  
**RI – Reading Information**  
**W – Writing**  
**SL – Speaking and Listening**  
**L – Language**

**N: Numbers**  
**A: Algebra**  
**F: Functions**  
**G: Geometry**  
**S: Statistics and Probability**  
**MD: Measurement and Data**

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| Month/<br>Marking Period   | February   | March   | April   | May   | June  |
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| <b>2009 New Jersey Core Curriculum Content Standards (NJCCCS)*</b> | 6.1.12.A.11.a-b<br>6.1.12.D.11.a<br>6.1.12.A.11.c-e<br>6.1.12.B.11.a<br>6.1.12.C.11.a-b<br>6.1.12.D.11.a-b<br>6.1.12.D.11.d  | 6.1.12.A.11.c<br>6.1.12.A.11.e<br>6.1.12.A.12.a-b<br>6.1.12.12.a<br>6.1.12.C.12.a-d<br>6.1.12.D.12.b-c<br>6.1.12.A.13.a-c<br>6.1.12.B.13.a-b<br>6.1.12.C.13.a-d<br>6.1.12.D.13.a-f          | 6.1.12.C.15.a-b<br>6.1.12.D.14.a-f<br>6.1.12.D.15.a-c   | 6.1.12.A.15.a-f<br>6.1.12.A.16.a-c<br>6.1.12.B.14.a-d<br>6.1.12.B.16.a<br>6.1.12.C.14.a-d<br>6.1.12.C.15.a-b<br>6.1.12.D.14.f<br>6.1.12.D.15.a-b<br>6.1.12.D.16.a-c | 6.1.12.A.15.f<br>6.1.12.A.16.a-c<br>6.1.12.B.15.a<br>6.1.12.B.16.a<br>6.1.12.C.15.a-b<br>6.1.12.D.14.f<br>6.1.12.D.15.a-d<br>6.1.12.D.16.a-c            |
| <b>Essential Question:</b>   | How did America's philosophy of involvement in the war in Europe change?   | Following America's involvement in World War II, how did the United States address its new-found prosperity and international responsibilities while struggling to live up to their ideals? | What factors led to the loss of trust and confidence in the government of the United States by its citizens?                          | How did social and economic issues shape the post-Communist world?  | In what ways has life in the United changed in the 21 <sup>st</sup> century?  |
| <b>Content:</b>  | World War II   | The Cold War: America in the 1940s and 1950   | A Crisis in Confidence: the 1960s and 1970e   | A Return to Conservatism  | Contemporary Life in America  |
| <b>Skills and Topics:</b>  | <ul style="list-style-type: none"> <li>Research the ways the United States pursued a unilateral foreign policy</li> <li>Debate the wide variety of view and</li> </ul> | <ul style="list-style-type: none"> <li>Analyze the ways the United States tried to stop the growth of communist military power and ideological influence following World</li> </ul>         | <ul style="list-style-type: none"> <li>Compare how the Cold War and containment fluctuated between military confrontatio n</li> </ul> | <ul style="list-style-type: none"> <li>Relate how reduced public faith in the ability of the government to solve social and economic</li> </ul>                     | <ul style="list-style-type: none"> <li>Determine how globalization has impacted diplomacy</li> <li>Research current international agreements</li> </ul> |

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|  | <p>arguments between interventionists and isolationists</p> <ul style="list-style-type: none"> <li>Investigate public opinion on US involvement in World War II prior to the attack on Pearl Harbor</li> <li>Analyze war strategies in the European and Pacific theaters including geography, weaponry, and global alliances</li> <li>Relate advances in technology that impacted warfare and civilian life</li> <li>Research the denial of civil liberties in wartime America</li> </ul> | <p>War II</p> <ul style="list-style-type: none"> <li>Examine the foreign policy developed by the US which focused on collective security and multi-lateral economic framework that favored non-communist nations</li> <li>Relate containment of communism to American involvement in Korea</li> <li>Debate policies and methods designed to root out communism within the United States</li> <li>Differentiate between direct involvement and indirect military involvement and periods of mutual coexistence</li> </ul> | <ul style="list-style-type: none"> <li>Debate the appropriate power of the executive branch in conducting foreign and military policy</li> <li>Relate the struggle for African-American civil rights to the struggle for equality of other minority groups</li> <li>Examine why a counter culture emerged that rejected the values of the previous generation</li> <li>Contrast the views of liberals and conservatives over social issues, the power of the</li> </ul> | <p>problems led to the growth of religious fundamentalism</p> <ul style="list-style-type: none"> <li>Examine how the rapid growth of Fundamentalist Christian churches and organizations increased political participation by some of those groups</li> <li>Identify conservative victories related to taxation and deregulation</li> <li>Debate the goals of liberals and conservatives</li> <li>Discuss the ways government continued to grow after</li> </ul> | <p>and organizations including relief organization</p> <ul style="list-style-type: none"> <li>Analyze the effects of international terrorist acts on efforts to spread democracy</li> <li>Assess the role of foreign oil on the global economy and policies of the United States</li> <li>Explain the impact of media and technology on world politics</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>Analyze the decision to use the nuclear bomb and its consequences</li> <li>Explain reasons for the creation of international organizations at the end of World War II</li> </ul> | <ul style="list-style-type: none"> <li>Examine how civil rights activists used a variety of strategies to combat racial discrimination</li> <li>Research how decision-makers in each of the three branches of the federal government used a variety of measures to promote greater racial justice</li> </ul> | <p>president, and the movement for greater individual rights</p> | <p>1980 despite the growth of conservative ideology</p> <ul style="list-style-type: none"> <li>Analyze the anti-communist policies of Ronald Reagan</li> <li>Compare and contrast President Reagan's rejection of détente with his relationship with Mikhail Gorbachev</li> <li>Relate the ending of the Cold War with US foreign policy</li> <li>Track economic inequality after 1980</li> </ul> |  |
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| <b>Interdisciplinary Connections:</b>  | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>21 <sup>st</sup> Century Life/Career Skills:<br>9.2.12.C.1-3,<br>9.2.12.C.7-9<br>CRP – 1,4,7,8,9<br>Visual/Performing Arts:<br>1.1.12.D.1-2  | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>21 <sup>st</sup> Century Life/Career Skills:<br>9.2.12.C.1-3,<br>9.2.12.C.7-9<br>CRP – 1,4,7,8,9 | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>21 <sup>st</sup> Century Life/Career Skills:<br>9.2.12.C.1-3,<br>9.2.12.C.7-9<br>CRP – 1,4,7,8,9 | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>21 <sup>st</sup> Century Life/Career Skills:<br>9.2.12.C.1-3,<br>9.2.12.C.7-9<br>CRP – 1,4,7,8,9 | ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1<br>Science: 5.1.12.A.3, 5.1.12.D.1<br>Health/PE: 2.1.2.E.2<br>21 <sup>st</sup> Century Life/Career Skills:<br>9.2.12.C.1-3,<br>9.2.12.C.7-9<br>CRP – 1,4,7,8,9 |
| <b>Integration of Technology:</b>      | <a href="http://www.state.nj.us/education">http://www.state.nj.us/education</a> , content-related websites, Internet, Web Quests, Think Quest, Chrome Books, interactive maps, Smart Boards, Google Docs, prezis, wikis, Voice Thread, video streaming  |   |   |   |   |
| <b>Writing:</b>                        | Open-ended responses, Short Answer Questions, Free Response Questions, Document-Based Questions Oral  |   |   |   |   |
| <b>Formative Assessments:</b>          | Oral presentations, multi-media presentations, self-assessments, peer assessments, scoring rubrics, benchmark assessments   |   |   |   |   |
| <b>Summative Assessments:</b>          | Quizzes, tests, reports, quarterly tests, benchmark assessments   |   |   |   |   |
| <b>Performance Assessments:</b>        | Oral reports, debates, re-enactments, dramatizations, multi-media presentations   |   |   |   |   |
| <b>21<sup>st</sup> Century Themes:</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Global Awareness</li> <li><input checked="" type="checkbox"/> Civic Literacy</li> <li><input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy</li> <li><input type="checkbox"/> Health Literacy</li> </ul>  |   |   |   |   |
| <b>21<sup>st</sup> Century Skills:</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Creativity &amp; Innovation</li> <li><input type="checkbox"/> Media Literacy</li> <li><input checked="" type="checkbox"/> Critical Thinking &amp; Problem Solving</li> <li><input checked="" type="checkbox"/> Life and Career Skills</li> <li><input checked="" type="checkbox"/> Information &amp; Communication Technologies Literacy</li> <li><input checked="" type="checkbox"/> Communication &amp; Collaboration</li> <li><input checked="" type="checkbox"/> Information Literacy</li> </ul> |   |   |   |   |
| <b>Resources:</b>                      | Textbook, web-based support for textbook, primary source readings book, magazines, periodicals, newspapers, professional journals, maps, videos, CDs, culturally-authentic documents, teacher-created resources   |   |   |   |   |
| <b>Accommodations/ Modifications</b>   | <p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> <li>• Computer-assisted instruction</li> <li>• Instructional Level - Teachers will utilize texts that stretch the students’ instructional level. Differentiated materials may be found in the book room and Newsela.com.</li> </ul>  |   |   |   |   |

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- Text to Speech (Speak It!)

Enrichment/Gifted-

- Tired graphic organizers to add complex layers
- Raise levels of intellectual demands
- Differentiate content, process or product depending on students' readiness, interests and/or learning styles
- expanded open-ended questions

ELL Students-

- Sheltered Instruction Strategies
- Text to Speech (Speak It!)

Special Education-

- IEP accommodations and modifications
- Extra time as needed
- Repeated directions
- Read directions aloud
- Additional scaffolding as needed
- Modified assignments as needed

\*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.

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| <b>Careers:</b> | Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to the following: Archeology, Architecture, Engineering, Arts, Information Technology, Communications, Finance, Government and Public Administration, Law, Human Services, Hospitality and Tourism, Manufacturing, Finance, Marketing, Library Science, Museum Studies, International Relations, Archive Management, Journalism, and Education. |
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**\*2016 NJSL**

**RL – Reading Literature**  
**RI – Reading Information**  
**W – Writing**  
**SL – Speaking and Listening**  
**L – Language**

**N: Numbers**  
**A: Algebra**  
**F: Functions**  
**G: Geometry**  
**S: Statistics and Probability**  
**MD: Measurement and Data**