



BOE Approved 4/15

## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

**Unit Name: American Beginnings to 1763**

**Duration: September-November**

**Essential Questions:**

- What is the state of the Atlantic world in 1492?
- What are the results of the clash of cultures and the early explorations and settlements of the Western hemispheres?
- Contrast the varying economy, society and geography of the English colonies in America.
- Explain how England and its largely self-governing colonies developed colonies prospered under a mutually beneficial relationship.
- How did Anglo-French rivalry lead to conflict by 1754?
- How did the outcome of these series of wars affect Anglo-American relations?
- How was the American-British relationship affected by the growing conflict over taxation, representation and liberty in the period after 1763?

**Enduring Understandings:**

- First migrations to the American continent from Asia
- Cultural pattern of early settlements
- Pre-Columbian civilizations
- The Atlantic world: North American, West African, and European societies around 1492
- Transatlantic encounters via Columbus's first voyage to the Americas in 1492
- Controversy over the Legacy of Columbus
- The Columbian exchange
- Motivations for European settlement of the Americas
- Spain's empire in the Americas
- English model for colonization



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- First English settlement at Jamestown
  - Influence of the plantation system in the South
  - European slave trade: patterns of English slavery and the Caribbean connection
  - African culture in the Americas
  - Contrasting patterns of settlement: Spanish, Dutch, English
  - Development of systems of self government in the English colonies
  - Characteristics of Puritan New England
  - Settlement of the middle colonies
  - The English colonists and their interactions with Native American cultures
  - Mercantile system and the English colonies
  - Development of the commerce in the culturally diverse Northern colonies
  - Effects of the Glorious Revolution in 1688 and the English Bill of Rights in 1689 on the English colonies
  - Precedents in the colonies: early slave rebellions, Bacon's Rebellion, Salem witchcraft trials, Zenger trial
  - The Great Awakening and the Enlightenment in the English colonies
  - comparison of New France with the English colonies on the eve of war
  - underlying causes of the French and Indian War
  - George Washington's role in the incident which started the French and Indian War
  - Seven Years' War: actions in America become a world war
  - Timeline of the conflict
  - Factors which led to an English victory
- Treaty of Paris, 1763

### **Relevant Standards:**

6.1, A1-5, 7-8; 6.2; B 1; 6.4, C1, D 1-5; 6.5 A 8; 6.6 A 5, B 2, D 1, 3, 5

### **Interdisciplinary Connections: ELA, Science**

**Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize**



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<b>Tier 3 Vocabulary:</b>					
<b>Core Instructional Materials/Resources/Digital Tools:</b> <i>The Americans, The American Pageant, Readings in American Spirit, Handouts of primary sources</i>					
<b>21<sup>st</sup> Century Themes and Skills:</b> <b>(CRP Standards)</b>		<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems			
<b>8.1 Educational Technology</b>					
<b>Assessments and Performance Tasks:</b>					
<ul style="list-style-type: none"> <li>• test on French and Indian War</li> <li>• primary source reading quiz</li> </ul> <p>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.</p> <p>-Group work</p>					



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### Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities		Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p>	<p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p>		<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p>



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<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a</p>	<p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>		<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>
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<p>higher level of thinking</p>		<p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to</p>		<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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		<p>proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be</p>		<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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		<p>submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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**Subject: Advanced Placement United States History I**

		Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.		Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

**Unit Name: Unit Two The Revolutionary Period**

**Duration: November-December**

**Essential Questions:**

- What led the colonists to declare their independence in 1776?
- How did war against Great Britain lead to the creation of an independent United States of America?

**Enduring Understandings:**

- Contrasting lessons learned by Britain and its American colonies
- Postwar Parliamentary tax policies which end salutary neglect
- Taxation without representation
- Colonists organize for resistance, new leaders emerge with new protest techniques
- Intolerable Acts lead to First Continental Congress
- Fighting begins at Lexington and Concord
- Early decisions for Second Continental Congress
- Relative strengths and weakness of the Great Britain and the American colonies
- Debate over Independence leads to the Declaration of Independence; search for allies; influence of : Thomas Paine's *Common Sense*, the Enlightenment philosophers
- Timeline of the Revolutionary War
- American military leadership
- Role of women, African Americans, Native Americans
- Civil war within: patriots and loyalists
- Factors which led to victory and independence
- Benjamin Franklin and the role of diplomacy
- A new government for the colonies Articles of Confederation and Perpetual Union in 1781  
Treaty of Paris, 1783



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<b>Relevant Standards:</b> 6.1, A1-5, 7-8; 6.2 B 1; 6.4, E 1-5, 6; 6.6 A 5	
<b>Interdisciplinary Connections: ELA</b>	
<b>Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize</b>	
<b>Tier 3 Vocabulary:</b>	
<b>Core Instructional Materials/Resources/Digital Tools:</b> <i>The Americans, The American Pageant, Readings in American Spirit, Handouts of primary sources</i>	
<b>21<sup>st</sup> Century Themes and Skills:</b> <b>(CRP Standards)</b>	<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems
<b>8.1 Educational Technology</b>	
<b>Assessments and Performance Tasks:</b> <ul style="list-style-type: none"> <li>• test on Revolutionary War</li> <li>• Homework, questions and IDs based on text</li> <li>-Teacher designed tests and quizzes designed to address the appropriate levels of the students.</li> <li>-Group work</li> </ul>	



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## Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities		Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p>	<p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p>		<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p>



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<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p>	<p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on</p>		<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>
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<p>Provide assessments at a higher level of thinking</p>		<p>assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>		<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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		<p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more</p>	<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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		<p>complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify</p>		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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		directions/questions  Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.		Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

**Unit Name: Unit Four: Confederation and Constitution**

**Duration: January-February**

**Essential Questions:**

- What did the U.S. government under the Articles of Confederation accomplish?  
What led to the creation of the Constitution of the United States?

**Enduring Understandings:**

- accomplishments of the government under the Articles of Confederation
- weaknesses and failure to meet challenges under this first government
- Shays's Rebellion and reaction by George Washington and other leaders
- Profile of the delegates
- Foundation principles from historic sources , including English and colonial history
- Enlightenment influences
- Debates and compromises at the Constitutional Convention: North vs. South; small states vs. large states, strong central government vs. strong states
- Women, slaves and slavery, Native Americans and the Constitution
- Constitutional principles: republican form, of government, federal system, separation of powers with checks and balances, flexibility to meet the challenges of changing times
- Ratification battle: arguments made by the Federalists and the Anti-federalists; *The Federalist* papers; Revolutionary leaders take sides
- Government officials of the three branches: their qualifications, terms of office and powers
- The Bill of Rights
- Ratification and the first election in 1788
- The challenge of implementing the Constitution
- George Washington, his leadership qualities, qualifications' his precedents as president
- Alexander Hamilton's role in laying down the economic foundations for the new federal government



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<ul style="list-style-type: none"> <li>Foreign policy challenges: US response to events in Europe; negotiating new treaties with Spain and Great Britain</li> <li>roots of the two-party system: disagreements between Thomas Jefferson and Hamilton</li> <li>Conflict with Native Americans in the Northwest</li> <li>Washington's Farewell Address</li> <li>Election of 1796, candidates, outcome</li> <li>Avoiding war with France, the XYZ Affair</li> <li>Alien and Sedition Acts and the Kentucky and Virginia Resolutions</li> </ul> <p>Agreement with Napoleon's France</p>					
<p><b>Relevant Standards:</b></p> <p>6.1, A.1-5, 7; 6.2, B 5, E 1, 6.4 E 6</p>					
<p><b>Interdisciplinary Connections: ELA</b></p>					
<p><b>Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize</b></p>					
<p><b>Tier 3 Vocabulary:</b></p>					
<p><b>Core Instructional Materials/Resources/Digital Tools:</b>  <i>The Americans, The American Pageant, Readings in American Spirit, Handouts of primary sources</i></p>					
<p><b>21<sup>st</sup> Century Themes and Skills:</b>  (CRP Standards)</p>		<p><b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems</p>			



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8.1 Educational Technology				
<b>Assessments and Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Tests on Articles of Confederation, the Constitution of the United States</li> <li>• Homework, questions and IDs based on text</li> <li>• Selected readings of the Constitution of the United States</li> </ul> -Teacher designed tests and quizzes designed to address the appropriate levels of the students.  -Group work				
<b>Differentiation/Accommodations/Modifications</b>				
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>		<b>Students at Risk of School Failure</b>
<i>(content, process, product and learning environment)</i>  <b>Extension Activities</b>	<b>Modifications for Classroom</b>  <b>Modifications for Homework/Assignments</b>	<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i>  <b>Modifications for Classroom</b> Pair visual prompts with		<b>Modifications for Classroom</b> Pair visual prompts with verbal presentations  Ask students to restate information, directions, and



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<p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>	<p>assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>
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<p>(role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during</p>		<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>
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		<p>independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>		<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and</b></p>
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		<p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom</p>		<p><b>Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p>
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		<p>tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>		<p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

**Unit Name: Unit Five: The Federalist Era/Jeffersonian Republicanism**

**Duration: February-March**

### **Essential Questions:**

- How well did the first government meet the challenge of setting the first government under the US Constitution into motion?
  - What is the legacy of the presidents of the Federalist Era?
  - How did the Democratic Republicans and their policies change the policies of the United States government and impact its people?
- How did the Democratic Republicans and their policies change the policies of the United States government and impact its people?  
Why is the War of 1812 considered to be the Second War for Independence?  
How did the Industrial Revolution and the rise of nationalism affect the United States in the Era of Good Feelings?  
How did the Age of Jackson impact the political, social and economic life of Americans?

### **Enduring Understandings:**

- Revolution (election) of 1800
- Legacy of the Federalist Era
- Continuity and change in the federal government's domestic and foreign policy under President Madison
- Shaping the federal judiciary under John Marshall, *Marbury v. Madison*
- Louisiana Purchase, Lewis and Clark, Sacajawea
- Jefferson's unpopular Embargo Act
- Election of 1808
- Continuing problems for President James Madison: France, Britain, native Americans in the Northwest
- Agitation by "war hawks" in Congress for a war resolution against Great Britain
- President Madison's War
- Causes, timeline for the War of 1812, military leadership
- Results and significance of the War of 1812
- Election of President James Monroe in 1816; 1820; Era of Good Feelings
- Factors which cause an Industrial Revolution in the US



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# Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

- North and South: two economic systems, new technologies
  - Rise of nationalism: Henry Clay's American System and Missouri Compromise, John Marshall's Supreme Court decisions, Adams and Monroe's leadership in foreign policy
  - Westward expansion
- Cultural expressions of nationalism

**Relevant Standards:**

6.1, A.1-5, 7; 6.2, C2, E 1; 6.4, E 6-9, F 1, 2, 6.5, B 1, 5, A5, D 1, 3

**Interdisciplinary Connections: ELA**

**Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize**

**Tier 3 Vocabulary:**

**Core Instructional Materials/Resources/Digital Tools:**

*The Americans, The American Pageant, Readings in American Spirit, Handouts of primary sources*

**21<sup>st</sup> Century Themes and Skills:  
(CRP Standards)**

**CRP1.** Act as a responsible and contributing citizen and employee. **CRP2.** Apply appropriate academic and technical skills. **CRP4.** Communicate clearly and effectively and with reason. **CRP5.** Consider the environmental, social and economic impacts of decisions. **CRP6.** Demonstrate creativity and innovation. **CRP7.** Employ valid research strategies. **CRP8.** Utilize critical thinking to make sense of problems

**8.1 Educational Technology**



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

<b>Assessments and Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Tests on the War of 1812, Industrialization and the Era of Good Feelings</li> <li>• Court case worksheet quizzes</li> </ul> -Teacher designed tests and quizzes designed to address the appropriate levels of the students.  -Group work				
<b>Differentiation/Accommodations/Modifications</b>				
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>		<b>Students at Risk of School Failure</b>
<i>(content, process, product and learning environment)</i>  <b>Extension Activities</b>  Conduct research and provide	<b>Modifications for Classroom</b>  <b>Modifications for Homework/Assignments</b>	<i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i>  <b>Modifications for Classroom</b> Pair visual prompts with verbal presentations		<b>Modifications for Classroom</b> Pair visual prompts with verbal presentations  Ask students to restate information, directions, and



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**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

<p>presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>		<p>assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

<p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during</p>		<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>
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**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

		<p>independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>		<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and</b></p>
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**Subject: Advanced Placement United States History I**

		<p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom</p>		<p><b>Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p>
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**Subject: Advanced Placement United States History I**

		<p>tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>		<p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

**Unit Name: Unit Six-Seven: Reforming the American Society/Sectionalism and the Road to War**

**Duration: April-May**

**Essential Questions:**

- How did the Age of Jackson impact the economic, social and political life of Americans?
- How did 'manifest destiny' and the developing market economy prompt the people of the United States to expand to the Pacific Ocean by 1848?
- What was the lasting impact of the antebellum reform movements?
- What was the lasting impact of the antebellum reform movements?
- How did slavery dominate American politics in the 1850s?
- How did the failure of compromise lead to the Civil War?

**Enduring Understandings:**

- **Unit 6:**
- Disputed election of 1824 dooms John Quincy Adams's presidency
- Election of Andrew Jackson in 1828 ushers in the "Age of the Common Man"
- Jackson's presidential style, components of Jacksonian democracy
- Indian Removal Act, Trial of Tears
- Tariff issue and threats of secession by South Carolina
- Jackson's war on the Bank of the United States; his re-election in 1832
- Two-party system returns, Democratic and Whig parties
- Election of 1836; President Martin Van Buren and the panic of 1837



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**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

- “Hard cider and log cabin” campaign of 1840; William Henry Harrison and John Tyler
- Market economy expands, new technologies in manufacturing, communication and transportation
- Mid century expansion: Texas, Maine boundary, Oregon ,Utah
- President Polk’s role in the Mexican War
- Congressional debates over the war
- Conduct of the war and lessons learned by military leaders
- Treaty of Guadalupe-Hidalgo
- **Unit 7: Reforming the American Society**
- Influence of revivalism, the Second Great Awakening; transcendentalism; leading figures in movements
- Reforms and reformers :abolition of slavery , prison, education, Southern defense of slavery
- women mobilize for reform in the mid 1850s
- temperance, rights for women, women’s health, education, antislavery
- women’s leadership; Seneca falls Convention
- cult of domesticity
- Changing workplace and workers organizing to strike for better conditions, National Trades Union, *Commonwealth v. Hunt*
- Irish and German immigration, American reaction

### **Relevant Standards:**

6.1, A.1-5, 7; 6.2 , B 1, 2 4; E 2; 16; 6.4, F 2-4 ; 6.5 B 4; 6.6, A 5, B 2, D 1, 5

### **Interdisciplinary Connections: ELA**

**Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize**



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**Subject: Advanced Placement United States History I**

<b>Tier 3 Vocabulary:</b>	
<b>Core Instructional Materials/Resources/Digital Tools:</b> <i>The Americans, The American Pageant, Readings in American Spirit, Handouts of primary sources</i>	
<b>21<sup>st</sup> Century Themes and Skills:</b>  <b>(CRP Standards)</b>	<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems
<b>8.1 Educational Technology</b>	
<b>Assessments and Performance Tasks:</b> <ul style="list-style-type: none"><li>• Tests on the Age of Jackson, Manifest Destiny</li><li>• Homework, questions and IDs based on text</li><li>• Handout: Thoreau's "On the Duty of Civil Disobedience"</li><li>• Tests on Reform Movements</li><li>• Court case worksheet quiz</li></ul> -Teacher designed tests and quizzes designed to address the appropriate levels of the students. -Group work	



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**Subject: Advanced Placement United States History I**

### Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities		Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p>	<p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p>		<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p>



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<p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a</p>	<p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p>		<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>
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**Subject: Advanced Placement United States History I**

<p>higher level of thinking</p>		<p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to</p>		<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

		<p>proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be</p>		<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>
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**Subject: Advanced Placement United States History I**

		<p>submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>
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**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

		Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.		Distribute study guide for classroom tests.  Establish procedures for accommodations / modifications for assessments.
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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

**Unit Name: Unit Eight: Civil War**

**Duration: June**

**Essential Questions:**

How did the failure of compromise lead to the Civil War?

**Enduring Understandings:**

- Lincoln-Douglas debates. Freeport Doctrine
  - John Brown and Harpers Ferry, his execution
  - Election of 1860, parties, candidates, results
  - secession of the upper South, creation of the Confederate States of America
  - Confederates fire on Fort Sumter, secession of the upper South, actions by the Lincoln administration
- Relative strengths and weaknesses of the Confederacy and Union, strategies and goals for war

**Relevant Standards:**

6.1, A.1-5, 7; 6.2, B 1, E 15, 6.4, G 1, 2; 6.6, A 5

**Interdisciplinary Connections: ELA**

**Tier 2 Vocabulary: analyze, compile, demonstrate, explore, irrelevant, synthesize**



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## Cliffside Park Public Schools

**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

<b>Tier 3 Vocabulary:</b>	
<b>Core Instructional Materials/Resources/Digital Tools:</b> <i>The Americans, The American Pageant, Readings in American Spirit, Handouts of primary sources</i>	
<b>21<sup>st</sup> Century Themes and Skills:</b> <b>(CRP Standards)</b>	<b>CRP1.</b> Act as a responsible and contributing citizen and employee. <b>CRP2.</b> Apply appropriate academic and technical skills. <b>CRP4.</b> Communicate clearly and effectively and with reason. <b>CRP5.</b> Consider the environmental, social and economic impacts of decisions. <b>CRP6.</b> Demonstrate creativity and innovation. <b>CRP7.</b> Employ valid research strategies. <b>CRP8.</b> Utilize critical thinking to make sense of problems
<b>8.1 Educational Technology</b>	
<b>Assessments and Performance Tasks:</b>	



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**Subject: Advanced Placement United States History I**

- Test on the road to the Civil War
  - Homework,
  - questions
  - IDs based on text
  - Handout: Lincoln's First Inaugural Address
  - Final Exam
- Teacher designed tests and quizzes designed to address the appropriate levels of the students.
- Group work

## Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities		Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities</b></p> <p>Conduct research and provide</p>	<p><b>Modifications for Classroom</b></p> <p><b>Modifications for Homework/Assignments</b></p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with</p>		<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and</p>



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**Subject: Advanced Placement United States History I**

<p>presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p>verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p>		<p>assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p>
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**Subject: Advanced Placement United States History I**

<p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during</p>		<p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>
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**Subject: Advanced Placement United States History I**

		<p>independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p>		<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p><b>Modifications for Homework and</b></p>
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**Subject: Advanced Placement United States History I**

		<p><b>Modifications for Homework and Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom</p>		<p><b>Assignments</b> Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes.</p>
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**GRADE: 9-12**

**Subject: Advanced Placement United States History I**

		<p>tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>		<p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). Common core state standards for English Language Arts & Literacy in History/Social Studies, Science & Technical Subjects. Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

New Jersey State Department of Education. (2014). New Jersey core curriculum content standards. Trenton, NJ: Author.