



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	Government and Politics CP							
GRADE BAND		PreK-4		5-6		7-8	X	9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	December 19, 2022							

COURSE OVERVIEW

This semester course is designed to provide students with a practical knowledge and understanding of the American government and its direct connection to their lives. Students will be able to apply knowledge of the Constitution and demonstrate their understanding of how the American system of government functions on the local, state and national levels, as well as the impact on individual citizens. Students will also be able to demonstrate their understanding that US citizens have both rights and responsibilities in order for our government to maintain order in our society. Students may have the opportunity to participate in Project Citizen or another comparable project to research policy solutions to a problem.

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

UNIT OF STUDY	Foundations of the American Political System
PACING	Approximately 2 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What are the key principles of the Constitution and how do they guard against tyranny? ● What are the key principles of the Constitution and how do they impact current politics in our country? ● What is the appropriate balance between national, state and local governments in our federal system? ● How do citizens play an active role in society and government? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The Constitution provides separation of powers and an array of checks and balances. ● Federalism requires a delicate balance between national, state and local governments. ● Citizens can engage in a variety of activities including but not limited to voting, running for office, serving on juries, volunteering and contacting government officials. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understanding that the founding fathers created documents that ensured individual rights but also prevented distinct groups living in America from equality and freedom. ● Determining what are natural rights and what basic rights every citizen is entitled to. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Jamboard - What rights should be given to every individual?
Formative	<ul style="list-style-type: none"> ● In Class Discussions ● Small Group Activities ● Analysis of primary source media ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Intro to Government Project/Presentation
Benchmark	<ul style="list-style-type: none"> ● Intro to Government Project/Presentation
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution. 	

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

English Language Arts

- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).

CAREERS ASSOCIATED WITH THIS UNIT

- Historian, museum worker, politician, teacher, activist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate Unit 1 addresses the English philosophers and their impacts on the initial documents that formed the United States. Discussions on natural rights and freedom will explain how enslaved people, indigenous people and women were left out of documents and not given equal rights.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Online Resources

- [“Home: Library of Congress.” *The Library of Congress*, https://www.loc.gov/.](https://www.loc.gov/)
- [“Your Unfiltered View of Government.” *C*, https://www.c-span.org/.](https://www.c-span.org/)
- [“Legislative Activity.” *Homepage*, http://house.gov/.](http://house.gov/)
- [National Archives and Records Administration, National Archives and Records Administration, https://www.archives.gov/.](https://www.archives.gov/)
- [“Floor Proceedings.” *U.S. Senate*, https://www.senate.gov/.](https://www.senate.gov/)
- [“National Constitution Center.” *National Constitution Center – Constitutioncenter.org*, https://constitutioncenter.org/.](https://constitutioncenter.org/)
- [“U.S. Census Bureau.” *USAGov*, https://www.usa.gov/federal-agencies/u-s-census-bureau.](https://www.usa.gov/federal-agencies/u-s-census-bureau)
- [Tucker, ByDavid, et al. “Home.” *Teaching American History*, 10 May 2022, https://teachingamericanhistory.org/.](https://teachingamericanhistory.org/)
- [“Home.” *ICivics*, https://www.icivics.org/.](https://www.icivics.org/)
- [“Welcome to Learn.civiced.org!” *Center for Civic Education*, https://learn.civiced.org/.](https://learn.civiced.org/)
- [“Interactive Constitution: The National Constitution Center.” *Interactive Constitution | The National Constitution Center*, https://constitutioncenter.org/interactive-constitution.](https://constitutioncenter.org/interactive-constitution)

Media Clips

- [“Liberty's Kids - Wildbrain.” *YouTube*, YouTube, https://www.youtube.com/channel/UC5pJi9mLly38m2e_u3sboKQ.](https://www.youtube.com/channel/UC5pJi9mLly38m2e_u3sboKQ)
- [“America: The Story of Us” *Films Media Group*, 2010](#)

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

- [crashcourse. "Introduction: Crash Course U.S. Government and Politics." YouTube, 23 Jan. 2015.](https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H)
[https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H.](https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.](https://www.nj.gov/education/standards/dei/)
[https://www.nj.gov/education/standards/dei/.](https://www.nj.gov/education/standards/dei/)

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

UNIT OF STUDY	Institutions of Government
PACING	Approximately 3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What are the powers of the major institutions of government? ● How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Federalism, checks and balances, public opinion and Constitutional provisions limit the powers of government institutions. ● The Constitution created a policy-making process which attempted to represent the will of the people. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understanding that the Constitution is a complex document with many interpretations. ● Analyzing how the Constitution ensures individual rights but also prevents distinct groups living in America from equality and freedom. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Constitution Entrance Ticket
Formative	<ul style="list-style-type: none"> ● In Class Discussions ● Small Group Activities ● Analysis of primary source media ● Graphic organizers ● Bill of Rights jigsaw ● Journals about personal connections to the Constitution
Summative	<ul style="list-style-type: none"> ● Bill of Rights Analysis Project
Benchmark	<ul style="list-style-type: none"> ● Bill of Rights Analysis Project
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution. ● 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance. 	

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

English Language Arts

- RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

<ul style="list-style-type: none"> • None.
Science
<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Historian, museum worker, politician, teacher, activist
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander - Unit 2 addresses the development of the Constitution. • Discussions on how enslaved people, indigenous people and women were not granted equal rights when the Bill of Rights was created. • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Identify the consequences associated with one's actions in order to make constructive choices

Responsible Decision-Making

- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Online Resources

- [National Archives and Records Administration, National Archives and Records Administration, https://www.archives.gov/.](https://www.archives.gov/)
- [The White House, The United States Government, 31 Jan. 2022, https://www.whitehouse.gov/.](https://www.whitehouse.gov/)
- [“Home: Library of Congress.” The Library of Congress, https://www.loc.gov/.](https://www.loc.gov/)
- [“Your Unfiltered View of Government.” C, https://www.c-span.org/.](https://www.c-span.org/)
- [Tarink. “Independent News & Analysis on the U.S. Supreme Court.” SCOTUSblog, https://www.scotusblog.com/.](https://www.scotusblog.com/)
- [“Legislative Activity.” Homepage, http://house.gov/.](http://house.gov/)
- [“Floor Proceedings.” U.S. Senate, https://www.senate.gov/.](https://www.senate.gov/)

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

- [“National Constitution Center.” *National Constitution Center – Constitutioncenter.org*, https://constitutioncenter.org/.](https://constitutioncenter.org/)
- [“U.S. Census Bureau.” *USAGov*, https://www.usa.gov/federal-agencies/u-s-census-bureau.](https://www.usa.gov/federal-agencies/u-s-census-bureau)
- [Tucker, ByDavid, et al. “Home.” *Teaching American History*, 10 May 2022, https://teachingamericanhistory.org/.](https://teachingamericanhistory.org/)
- [“Home.” *ICivics*, https://www.icivics.org/.](https://www.icivics.org/)
- [“Welcome to Learn.civiced.org!” *Center for Civic Education*, https://learn.civiced.org/.](https://learn.civiced.org/)
- [“Home.” *Civiced.org*, http://www.civiced.org/index.php.](http://www.civiced.org/index.php)
- [“Home: Library of Congress.” *The Library of Congress*, https://www.loc.gov/.](https://www.loc.gov/)
- [“Interactive Constitution: The National Constitution Center.” *Interactive Constitution | The National Constitution Center*, https://constitutioncenter.org/interactive-constitution.](https://constitutioncenter.org/interactive-constitution)
- [“Inquiry Kits for Social Studies.” *Thinkport.org | Special Collections | Teaching with Primary Sources*, https://thinkport.org/tps/inquiry-kits.html.](https://thinkport.org/tps/inquiry-kits.html)
- [“Federalism.” *C3 Teachers*, 11 June 2021, http://c3teachers.org/inquiries/federalism/.](http://c3teachers.org/inquiries/federalism/)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. https://www.nj.gov/education/standards/dei/.](https://www.nj.gov/education/standards/dei/)

Media Clips

- [“Liberty's Kids - Wildbrain.” *YouTube*, https://www.youtube.com/channel/UC5pJi9mLly38m2e_u3sboKQ.](https://www.youtube.com/channel/UC5pJi9mLly38m2e_u3sboKQ)
- [“America: The Story of Us” Films Media Group, 2010](#)
- [crashcourse. “Introduction: Crash Course U.S. Government and Politics.” *YouTube*, https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvffeelTrq_vhrz8H.](https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvffeelTrq_vhrz8H)

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

UNIT OF STUDY	Political Parties and the Electoral Process
PACING	Approximately 2 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is the role of political parties in American democracy? ● What factors impact the results of elections? ● How do voters decide which candidate to support in elections? ● How does media and technology affect government and politics? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Political parties promote the interests of like-minded people in pursuing their platform positions. ● Candidates’ backgrounds, skills, and positions on the issues, interest groups, funding and the media all play roles in the outcome of elections. ● An array of factors influence voters’ choices including but not limited to age, gender, race, religion, political positions, public speaking ability and experience. ● Distinguish between fact and slander in today’s mass media ● The difference between political attitude and political opinion. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understanding that social and economic issues impact people’s choices in political candidates. ● Analyzing the impacts of technology and social media and their impacts on elections. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Which political party am I? Poll and discussion
Formative	<ul style="list-style-type: none"> ● In Class Discussions ● Small Group Activities ● Analysis of primary source media ● Graphic organizers ● Research and discussion on current elections/candidates
Summative	<ul style="list-style-type: none"> ● Presidential Simulation
Benchmark	<ul style="list-style-type: none"> ● Presidential Simulation
NEW JERSEY STUDENT LEARNING STANDARDS <u>(NJSL)</u> <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. 	

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
- 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

English Language Arts

- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Mathematics

- None.

Science

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • None.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • None.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Historian, museum worker, politician, teacher, activist
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander • Notable people from various groups will be recognized for their election bids (wins or losses). Recognizing current people who hold political positions based on their race, religion, ethnicity and sexual orientation. • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> • Recognize one’s feelings and thoughts

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Develop, implement, and model effective problem-solving and critical thinking skills

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Online Resources

- [National Archives and Records Administration, National Archives and Records Administration, https://www.archives.gov/.](https://www.archives.gov/)
- [The White House, The United States Government, 31 Jan. 2022, https://www.whitehouse.gov/.](https://www.whitehouse.gov/)
- [“Home: Library of Congress.” The Library of Congress, https://www.loc.gov/.](https://www.loc.gov/)
- [“America’s Most Popular Voting Guide for Elections, Political Issues, Candidates, and Poll Data.” ISideWith, https://www.isidewith.com/.](https://www.isidewith.com/)
- [“Your Unfiltered View of Government.” C, https://www.c-span.org/.](https://www.c-span.org/)
- [Tarink. “Independent News & Analysis on the U.S. Supreme Court.” SCOTUSblog, https://www.scotusblog.com/.](https://www.scotusblog.com/)
- [“Legislative Activity.” Homepage, http://house.gov/.](http://house.gov/)
- [“Floor Proceedings.” U.S. Senate, https://www.senate.gov/.](https://www.senate.gov/)
- [“The Voter’s Self Defense System.” Vote Smart, https://justfacts.votesmart.org/.](https://justfacts.votesmart.org/)
- [“National Constitution Center.” National Constitution Center – Constitutioncenter.org, https://constitutioncenter.org/.](https://constitutioncenter.org/)
- [“U.S. Census Bureau.” USAGov, https://www.usa.gov/federal-agencies/u-s-census-bureau.](https://www.usa.gov/federal-agencies/u-s-census-bureau)
- [Tucker, ByDavid, et al. “Home.” Teaching American History, 10 May 2022, https://teachingamericanhistory.org/.](https://teachingamericanhistory.org/)

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

- [“Home.” ICivics, https://www.icivics.org/.](https://www.icivics.org/)
- [“Welcome to Learn.civiced.org!” Center for Civic Education, https://learn.civiced.org/.](https://learn.civiced.org/)
- [“Home.” Civiced.org, http://www.civiced.org/index.php.](http://www.civiced.org/index.php)
- [“Interactive Constitution: The National Constitution Center.” Interactive Constitution | The National Constitution Center, https://constitutioncenter.org/interactive-constitution.](https://constitutioncenter.org/interactive-constitution)
- [“Inquiry Kits for Social Studies.” Thinkport.org | Special Collections | Teaching with Primary Sources, https://thinkport.org/tps/inquiry-kits.html.](https://thinkport.org/tps/inquiry-kits.html)
- [“Electoral College.” C3 Teachers, 23 Aug. 2021, http://c3teachers.org/inquiries/electoral-college/.](http://c3teachers.org/inquiries/electoral-college/)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. https://www.nj.gov/education/standards/dei/.](https://www.nj.gov/education/standards/dei/)

Media Clips

- [crashcourse. “Introduction: Crash Course U.S. Government and Politics.” YouTube, YouTube, 23 Jan. 2015, https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvfffeelTrqvhrz8H.](https://www.youtube.com/watch?v=lrk4oY7UxpQ&list=PL8dPuuaLjXtOfse2ncvfffeelTrqvhrz8H)

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

UNIT OF STUDY	Civil Rights and Civil Liberties
PACING	Approximately 4 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What individual rights are protected by the Constitution and how have those protections changed over time? ● How has the national government utilized the Fourteenth Amendment to promote equality and justice for all? ● Who does the Constitution protect and disenfranchise? ● What are the impacts of amendments to the Constitution on diverse groups of people? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The Bill of Rights protects the rights of the accused and provides various freedoms to individuals, subject to the interpretation of the Supreme Court. ● The interpretations of the privileges and immunities, due process, and equal protection clauses of the Fourteenth Amendment have evolved over time and been implemented by all three branches of the federal government in addition to state governments in different ways. ● Since the creation of the Constitution there have been many groups within the United States that have been attempting to gain equal rights. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understanding and analyzing how the Supreme Court is influenced by the composition of the court and states when interpreting the Constitution. There have been times where the rights of distinct groups (women, indigenous people, racial groups, etc) have been protected but other times where rights were restricted. ● Analyzing amendments to the Constitution and the impacts they had on society (13th, 14th, 19th, etc). 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Google Form Poll
Formative	<ul style="list-style-type: none"> ● In Class Discussions ● Small Group Activities ● Analysis of primary source media ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Supreme Court Case Analysis
Benchmark	<ul style="list-style-type: none"> ● Supreme Court Case Analysis

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)

Must include the standard # & verbiage

- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practice.

English Language Arts

- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 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 (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

CAREERS ASSOCIATED WITH THIS UNIT

- Historian, museum worker, politician, teacher, activist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander - Unit 4 addresses key amendments and

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

Supreme Court decisions and how have been times where the rights of distinct groups (women, indigenous people, racial groups, etc) have been protected but other times where rights were restricted.

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's personal traits, strengths, and limitations

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Social Awareness

- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Evaluate personal, ethical, safety, and civic impact of decisions

Responsible Decision-Making

- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited* print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Online Resources

- [National Archives and Records Administration, National Archives and Records Administration, https://www.archives.gov/.](https://www.archives.gov/)
- [“Home.” American Civil Liberties Union, 20 July 2022, https://www.aclu.org/.](https://www.aclu.org/)
- [The White House, The United States Government, 31 Jan. 2022, https://www.whitehouse.gov/.](https://www.whitehouse.gov/)

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

- [“Home: Library of Congress.” *The Library of Congress*, https://www.loc.gov/.](https://www.loc.gov/)
- [Cato.org, https://www.cato.org/about.](https://www.cato.org/about)
- [The Annenberg Public Policy Center of the University of Pennsylvania, https://www.annenbergpublicpolicycenter.org/.](https://www.annenbergpublicpolicycenter.org/)
- [“Your Unfiltered View of Government.” *C*, https://www.c-span.org/.](https://www.c-span.org/)
- [Tarink. “Independent News & Analysis on the U.S. Supreme Court.” *SCOTUSblog*, https://www.scotusblog.com/.](https://www.scotusblog.com/)
- [“Legislative Activity.” *Homepage*, http://house.gov/.](http://house.gov/)
- [“Floor Proceedings.” *U.S. Senate*, https://www.senate.gov/.](https://www.senate.gov/)
- [Tucker, ByDavid, et al. “Home.” *Teaching American History*, 10 May 2022, https://teachingamericanhistory.org/.](https://teachingamericanhistory.org/)
- [“Teaching with Current Events in Your Classroom.” *Facing History and Ourselves*, www.facinghistory.org/educator-resources/current-events/.](http://www.facinghistory.org/educator-resources/current-events/)
- [“First Amendment.” *C3 Teachers*, 11 June 2021, http://c3teachers.org/inquiries/first-amendment/.](http://c3teachers.org/inquiries/first-amendment/)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. https://www.nj.gov/education/standards/dei/.](https://www.nj.gov/education/standards/dei/)

Media Clips

- 13TH, Ava Duvernay, and Jason Moran. Kandoo Films.. USA, 201, Netflix

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

UNIT OF STUDY	Public Policy and Active Citizenship
PACING	Approximately 7 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How does the government formulate public policy and implement legislation and regulation? ● How do citizens play an active role in society and government? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The influences on public policy include the media, public opinion, and interest groups. Each branch of government also plays a significant role in the process. ● Citizens may participate in the formulation of public policy by expressing their opinions and persuading governmental officials. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understanding that citizens may participate in the formulation of public policy by expressing their opinions and persuading governmental officials. ● Recognizing that citizens have a duty to their community and active citizenship in politics is essential for youth. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Google Form on Social Issues
Formative	<ul style="list-style-type: none"> ● In Class Discussions ● Small Group Activities ● Analysis of primary source media ● Graphic organizers
Summative	<ul style="list-style-type: none"> ● Research Based Reform and Law Project
Benchmark	<ul style="list-style-type: none"> ● Research Based Reform and Law Project
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. ● 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights). 	

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' ability to participate in influencing governmental policies
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

- 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.

English Language Arts

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Hillsborough Township Public Schools Curriculum Map

Course Title: Government and Politics

9.4-Life Literacies & Key Skills

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
- 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 resource
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRES.6).
- 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.

CAREERS ASSOCIATED WITH THIS UNIT

- Historian, museum worker, politician, teacher, activist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Amistad Curriculum Mandate/Holocaust Curriculum Mandate/Inclusive Curriculum Mandate/Asian American Pacific Islander - Unit 5 addresses public policies and social, economic and political issues. Students will look at these issues and create an action plan on solving the issues. Many of these issues attempt to increase equality for people based on their race, ethnicity, religion and socioeconomic class.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's personal traits, strengths, and limitations

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Identify the consequences associated with one's actions in order to make constructive choices

Hillsborough Township Public Schools Curriculum Map
Course Title: Government and Politics

Responsible Decision-Making

- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Online Resources

- [National Archives and Records Administration, National Archives and Records Administration, https://www.archives.gov/.](https://www.archives.gov/)
- [“Home: Library of Congress.” The Library of Congress, https://www.loc.gov/.](https://www.loc.gov/)
- [“Home.” American Civil Liberties Union, 20 July 2022, https://www.aclu.org/.](https://www.aclu.org/)
- [Cato.org, https://www.cato.org/about.](https://www.cato.org/about)
- [The Annenberg Public Policy Center of the University of Pennsylvania, https://www.annenbergpublicpolicycenter.org/.](https://www.annenbergpublicpolicycenter.org/)
- [“Your Unfiltered View of Government.” C, https://www.c-span.org/.](https://www.c-span.org/)
- [Tarink. “Independent News & Analysis on the U.S. Supreme Court.” SCOTUSblog, https://www.scotusblog.com/.](https://www.scotusblog.com/)
- [“Legislative Activity.” Homepage, http://house.gov/.](http://house.gov/)
- [“Floor Proceedings.” U.S. Senate, https://www.senate.gov/.](https://www.senate.gov/)
- [“U.S. Census Bureau.” USAGov, https://www.usa.gov/federal-agencies/u-s-census-bureau.](https://www.usa.gov/federal-agencies/u-s-census-bureau)
- [“U.S. Census Bureau.” USAGov, https://www.usa.gov/federal-agencies/u-s-census-bureau.](https://www.usa.gov/federal-agencies/u-s-census-bureau)
- [Tucker, ByDavid, et al. “Home.” Teaching American History, 10 May 2022, https://teachingamericanhistory.org/.](https://teachingamericanhistory.org/)
- <https://civiced.org/>
- [“Teaching with Current Events in Your Classroom.” Facing History and Ourselves, www.facinghistory.org/educator-resources/current-events.”](http://www.facinghistory.org/educator-resources/current-events)
- [“Issues Voting.” C3 Teachers, 11 June 2021, http://c3teachers.org/inquiries/issues-voting/.](http://c3teachers.org/inquiries/issues-voting/)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. https://www.nj.gov/education/standards/dei/.](https://www.nj.gov/education/standards/dei/)