



Hillsborough Township Public Schools Curriculum Map
Course Title: AP US Government and Politics
HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
Office of Curriculum and Instruction
CURRICULUM MAP

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

COURSE OVERVIEW	
<p>AP US Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students will participate in a variety of activities exercising their civic duty, including but not limited to attending public meetings, working on political campaigns, performing community service, and writing letters to the editor. The course also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. By completing this course, students will know important facts, concepts, and theories pertaining to U.S. government and politics; understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures); be able to analyze and interpret basic data relevant to U.S. government and politics and be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.</p>	

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UNIT OF STUDY	Foundations of American Democracy
PACING	Approximately 5 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How did the writers of the U.S. Constitution attempt to protect individual liberty while also promoting public order and safety? ● How have a theory, debate, and compromise influenced the U.S. Constitutional system? ● 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"> ● A balance between governmental power and individual rights has been a hallmark of American political development. ● The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government. ● The Constitution created a policy-making process to ensure the people’s will is represented and that freedom is preserved. ● Federalism reflects the dynamic distribution of power between national and state governments. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Can trace the evolution of federalism from the Articles of Confederation through the Constitution to today. ● Can understand the roots of government authority in philosophies of the world and our country’s history. ● Can argue my beliefs about the “proper” role of government. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Flipgrid videos
Formative	<ul style="list-style-type: none"> ● Points to Ponder questions on Enlightenment philosophy
Summative	<ul style="list-style-type: none"> ● Articles of Confederation Flaws - poster or music album
Benchmark	<ul style="list-style-type: none"> ● Albert.io quiz (pretest)
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 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 	

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around the world (i.e., the Declaration of Independence, the Constitution, and the Bill of Rights).

- 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.
- 6.1.12.EconET.14.a: Use current events to judge to what extent the government should intervene at the local, state, and national levels on issues related to the economy.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 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

- RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- WH.11-12.1.D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WH.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- None.

World Languages

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- 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., 1.1.12prof.CR3a).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

CAREERS ASSOCIATED WITH THIS UNIT

- Politician, lawyer, journalist.

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](#)

- “All men are created equal” in the Declaration of Independence - who was left out?
- Forms of government - who is and is not represented?
- Disability law.
- 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 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

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Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

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

Responsible Decision-Making

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

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.

- [Abernathy, Scott F., and Karen Waples, American Government: Stories of a Nation, Bedford, Freeman & Worth, 2019.](#)
- [A.P. U.S. Government Course and Exam Description, https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf.](https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf)
- <https://billofrightsinstitute.org/e-lessons/anti-federalist-papers-brutus-no-1-elesson>
- [Case Method Institute, http://www.casemethodinstitute.com/.](http://www.casemethodinstitute.com/)
- [The National Constitution Center, https://constitutioncenter.org/.](https://constitutioncenter.org/)
- [Publius, The Federalist Papers \(#10\).](#)
- [Street Law - Education. Empowerment. Justice., https://streetlaw.org/.](https://streetlaw.org/)
- [Albert Test Prep, https://www.albert.io/.](https://www.albert.io/)
- [The Articles of Confederation.](#)
- [“The Constitution: That Delicate Balance,” Federalism episode, Annenberg Learner, https://www.learner.org/series/the-constitution-that-delicate-balance/program-13-federalism/.](https://www.learner.org/series/the-constitution-that-delicate-balance/program-13-federalism/)
- The Declaration of Independence.
- Excerpts of Anti-Federalist writings.
- [Moss, David and Marc Campsano, “James Madison, The Federal Negative, and the Making of the U.S. Constitution,” February 2016, Harvard Business School.](#)
- [Thou Shalt Not Commit Logical Fallacies, https://yourlogicalfallacyis.com/.](https://yourlogicalfallacyis.com/)
- The U.S. Constitution.
- [Yourbiasis.com, http://yourbiasis.com/.](http://yourbiasis.com/)

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- [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/)
- ["AP US Government and Politics," Crash Course.](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
[https://www.youtube.com/watch?v=lrk4oY7UxpQ.](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
- ["AP US Government and Politics," College Board.](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
[https://www.youtube.com/watch?v=lrk4oY7UxpQ.](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
- [LaManna, Carey, "AP Gov with Lamoney,"](https://www.youtube.com/c/CareyLaManna/videos)
[https://www.youtube.com/c/CareyLaManna/videos.](https://www.youtube.com/c/CareyLaManna/videos)

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UNIT OF STUDY	American Political Ideologies and Beliefs
PACING	Approximately 3 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How are American political beliefs formed and how do they evolve over time? ● How do political ideology and core values influence government policy making? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Citizen beliefs about government are shaped by the intersection of demographics, political culture, and dynamic social change. ● Public opinion is measured through scientific polling, and the results of public opinion polls influence public policies and institutions. ● Widely-held political ideologies shape policy debates and choices in American policies. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Can explain how cultural factors impact political attitudes and socialization. ● Can demonstrate connections between ideology, political parties, and public policy. ● Can show relationships between values, attitudes, and beliefs. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Entrance ticket - Where do your beliefs come from?
Formative	<ul style="list-style-type: none"> ● Political spectrum surveys
Summative	<ul style="list-style-type: none"> ● The American Dream - creative visual, poem spoof, essay, or statistical research
Benchmark	<ul style="list-style-type: none"> ● Free-Response Question
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)	
<i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. ● 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. ● 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.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions. 	

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- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 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

- WH.11-12.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- WH.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.
- RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

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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"> • None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Lawyer, politician, pollster, journalist.
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"> • Demographic groups -- aggregated and cross-cultural. • Examination of privilege and merit. • 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 the importance of self-confidence in handling daily tasks and challenges
Self-Management
<ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
Social Awareness
<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others
Relationship Skills
<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others
Responsible Decision-Making
<ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills

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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*

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- Abernathy, Scott F., and Karen Waples, American Government: Stories of a Nation, Bedford, Freeman & Worth, 2019.
- A.P. U.S. Government Course and Exam Description, <https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-a-and-exam-description.pdf>.
- “AP US Government and Politics,” Crash Course, <https://www.youtube.com/watch?v=lrk4oY7UxpQ>.
- “AP US Government and Politics,” College Board, <https://www.youtube.com/watch?v=lrk4oY7UxpQ>.
- LaManna, Carey, “AP Gov with Lamoney,” <https://www.youtube.com/c/CareyLaManna/videos>.
- Foroohar, Rana, “What Ever Happened to Upward Mobility?” Time Magazine, November 4, 2011. <https://www.idealogy.org/en/quiz>
- Newport, Frank, and Lydia Saad and David Moore, *Where America Stands*, 1997.
- *Political Compass*, <http://www.politicalcompass.org/test>.
- “Political Quiz,” ISideWith, <https://www.isidewith.com/political-quiz>.
- <https://www.pewresearch.org/politics/quiz/political-typology/>
- “What is your political ideology”, Go To Quiz, [http://www.gotoquiz.com/what is your political ideology](http://www.gotoquiz.com/what_is_your_political_ideology).
- “What is your political ideology?” ProProfs, <http://www.proprofs.com/quiz-school/story.php?title=what-is-your-political-ideology>.
- “What is your political ideology, really?” All The Tests, <https://www.allthetests.com/personality-tests/political-positions/quiz08/1084953797/what-is-your-political-ideology-really>.

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UNIT OF STUDY	Political Participation
PACING	Approximately 5 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How have changes in technology influenced political communication and behavior? ● Why do levels of participation and influence in politics vary? ● How effective are the various methods of political participation in shaping public policies? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Factors associated with political ideology, efficacy, structural barriers, and demographics influence the nature and degree of political participation. ● Political parties, interest groups, and social movements provide opportunities for participation and influence how people relate to government and policymakers. ● The impact of federal policies on campaigning and electoral rules continues to be contested by all sides of the political spectrum. ● The various forms of media provide citizens with political information and influence the ways in which they participate politically. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Can analyze processes, functions, and impacts of political parties. ● Can identify and assess the obstacles to political success outside the two-party system. ● Can critically evaluate news sources for bias and accuracy. ● Can compare and contrast the electoral process for presidential, congressional, state, and local races. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Albert.io Quiz
Formative	<ul style="list-style-type: none"> ● Vocabulary
Summative	<ul style="list-style-type: none"> ● Multiple Choice quiz and Free-Response question
Benchmark	<ul style="list-style-type: none"> ● Multiple Choice quiz and Free-Response question
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties. 	

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- 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest groups and party politics impacted the development of democratic institutions and practices.
- 6.1.12.EconNE.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- 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.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third-party political groups, and the media affect public policy.
- 6.1.12.CivicsCM.14.a: 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.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 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

- RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- WHST.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.

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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.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Politician, political strategist, pollster, speechwriter, journalist, lawyer.
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"> • The right to vote -- expansion of suffrage and voter suppression. • Media stereotypes and bias. • 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 the importance of self-confidence in handling daily tasks and challenges
Self-Management

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

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

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

Responsible Decision-Making

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

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

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RESOURCES – *Cited print and electronic sources*

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- A.P. U.S. Government Course and Exam Description, <https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf>.
- Brill, Steven, “On Sale: Your Government. Why Lobbying Is Washington’s Best Bargain,” Time Magazine, July 12, 2010.
- The Colbert Report, series on Political Action Committees.
- Democratic and Republican Party platforms.
- [“Interactive Media Bias Chart,”](https://adfontesmedia.com/interactive-media-bias-chart) <https://adfontesmedia.com/interactive-media-bias-chart>.
- [Street Law, Interactive Timeline of Voting Law,](https://time.graphics/line/8d6ff451c924769f06d637e7c6179095) <https://time.graphics/line/8d6ff451c924769f06d637e7c6179095>.
- Supreme Court of the United States, various decisions and opinions.
- [Street Law, Interactive Timeline of Voting Law,](https://time.graphics/line/8d6ff451c924769f06d637e7c6179095) <https://time.graphics/line/8d6ff451c924769f06d637e7c6179095>.
- Supreme Court of the United States, various decisions and opinions.
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- [“AP US Government and Politics,” College Board,](https://www.youtube.com/watch?v=lrk4oY7UxpQ) <https://www.youtube.com/watch?v=lrk4oY7UxpQ>.

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- LaManna, Carey, "AP Gov with Lamoney,"
<https://www.youtube.com/c/CareyLaManna/videos>.
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.](https://www.nj.gov/education/standards/dei/)
<https://www.nj.gov/education/standards/dei/>.

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UNIT OF STUDY	Interactions Among Branches of Government
PACING	Approximately 9 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do the branches of the national government compete and cooperate in order to govern? ● To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● The republican ideal in the U.S. is manifested in the structure and operation of the legislative branch. ● The presidency has been enhanced beyond its expressed constitutional powers. ● The design of the judicial branch protects the Supreme Court’s independence as a branch of government, and the emergence and use of judicial review remains a powerful judicial practice. ● The federal bureaucracy is a powerful institution implementing federal policies with sometimes questionable accountability. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Can analyze the relative strengths and weaknesses of the branches of government. ● Can formulate an opinion on whether our system of government has evolved positively or negatively since the founding. ● Can explain the critical roles played by the bureaucracy as well as some of its shortcomings. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Albert.io Quiz
Formative	<ul style="list-style-type: none"> ● January Madness: Presidential Playoffs
Summative	<ul style="list-style-type: none"> ● “President-Congress Clash” presentations
Benchmark	<ul style="list-style-type: none"> ● Multiple choice quiz and Free-Response Question
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 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. 	

Hillsborough Township Public Schools Curriculum Map

Course Title: AP US Government and Politics

- 6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.EconNE.9.c: Explain how the government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
- 6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 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.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.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 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

- RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- WH.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP US Government and Politics

- WH.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.12.Cl.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

- Each unit should have at least one career that can be associated with it.

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](#)

- Government contracts and affirmative action.
- Presidential efforts towards diversity in appointments.
- Landmark Supreme Court cases on race, gender, sexual orientation/identity.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP US Government and Politics

- 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 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

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

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

Responsible Decision-Making

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

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.

- Abernathy, Scott F. and Karen Waples, American Government: Stories of a Nation, Bedford, Freeman & Worth, 2019.
- [A.P. U.S. Government Course and Exam Description, https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf.](https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf)
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. https://www.nj.gov/education/standards/dei/.](https://www.nj.gov/education/standards/dei/)
- [Gallagher, Mike, "How to Salvage Congress," The Atlantic, November 13, 2018, https://www.theatlantic.com/ideas/archive/2018/11/gallagher-congress/575689/](https://www.theatlantic.com/ideas/archive/2018/11/gallagher-congress/575689/)
- Gosciny, Rene and Henri Gruel and Albert Uderzo, "The Twelve Tasks of Asterix," 1976.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP US Government and Politics

- Kinney, Jack, "Pigs Is Pigs," 1956.
- Publius, The Federalist Papers (#51, #70, #78)
- Reynolds, Molly E., "Why Is the Senate Broken?" Brookings, February 21, 2018.
- [Willis, Derek and Paul Kane, "How Congress Stopped Working," ProPublica, November 5, 2018.](#)
[https://www.propublica.org/article/how-congress-stopped-working.](https://www.propublica.org/article/how-congress-stopped-working)
- Young, James Sterling, *The Washington Community, 1820-1828*, Columbia University Press, 1968.
- ["AP US Government and Politics," Crash Course.](#)
[https://www.youtube.com/watch?v=lrk4oY7UxpQ.](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
- ["AP US Government and Politics," College Board.](#)
[https://www.youtube.com/watch?v=lrk4oY7UxpQ.](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
- [LaManna, Carey, "AP Gov with Lamoney,"](#)
[https://www.youtube.com/c/CareyLaManna/videos.](https://www.youtube.com/c/CareyLaManna/videos)

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

UNIT OF STUDY	Civil Liberties and Civil Rights
PACING	Approximately 7 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● To what extent does the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination? ● How have U.S. Supreme Court rulings defined civil liberties and civil rights? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Provisions of the U.S. Constitution’s Bill of Rights are continually being interpreted to balance the power of government and the civil liberties of individuals. ● Protections of the Bill of Rights have been selectively incorporated by way of the Fourteenth Amendment’s due process clause to prevent state infringement of basic liberties. ● The Fourteenth Amendment’s equal protection clause as well as other constitutional provisions have often been used to support the advancement of equality. ● Public policy promoting civil rights is influenced by citizen-state interactions and constitutional interpretation over time. ● The Supreme Court’s interpretation of the U.S. Constitution is influenced by the composition of the Court and citizen-state interactions. At times, it has restricted minority rights, and at others, protected them. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Can explain the tension between liberty and security. ● Can understand how different judicial philosophies can lead to differences of opinion about civil liberties. ● Can persuasively argue about the best branch of government to protect individual rights. ● Can evaluate how cultural changes have created new challenges for the creation and implementation of public policy. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Albert.io Quiz
Formative	<ul style="list-style-type: none"> ● The Gun Show podcast graphic organizer
Summative	<ul style="list-style-type: none"> ● Supreme Court Free Response Question
Benchmark	<ul style="list-style-type: none"> ● Multiple choice and Free Response Questions
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	
<i>Must include the standard # & verbiage</i>	

Hillsborough Township Public Schools Curriculum Map

Course Title: AP US Government and Politics

- 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.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.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 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.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
- 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
- 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.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- None.

Computer Science & Design Thinking

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 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

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

<ul style="list-style-type: none"> ● None.
Mathematics
<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"> ● None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> ● 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Lawyer, judge, politician, journalist
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"> ● The Fourteenth Amendment and associated Supreme Court cases (e.g., Obergefell v. Hodges). ● Examination of the disproportionate numbers of convicted men of color. ● Students’ 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.

Hillsborough Township Public Schools Curriculum Map
Course Title: AP US 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

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

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

Responsible Decision-Making

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

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.

- Abernathy, Scott F., and Karen Waples, American Government: Stories of a Nation, Bedford, Freeman & Worth, 2019.
- [A.P. U.S. Government Course and Exam Description.](https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf)
<https://apcentral.collegeboard.org/media/pdf/ap-us-government-and-politics-course-and-exam-description.pdf>.
- [Diversity, Equity & Inclusion Educational Resources. NJ Department of Education.](https://www.nj.gov/education/standards/dei/)
<https://www.nj.gov/education/standards/dei/>.
- [IzzitEDU, "Unintended Consequences: Eminent Domain,"](https://www.youtube.com/watch?v=TG61nflAI7E)
<https://www.youtube.com/watch?v=TG61nflAI7E>.
- King Jr., Martin Luther, "Letter From Birmingham Jail," 1963.
- [Korostoff, Matt, "Incarceration in Real Numbers,"](https://mkorostoff.github.io/incarceration-in-real-numbers/)
<https://mkorostoff.github.io/incarceration-in-real-numbers/>.
- Radiolab Presents: More Perfect - The Gun Show (podcast), February 23, 2018.
- Various Supreme Court decisions and opinions.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP US Government and Politics

- ["AP US Government and Politics," Crash Course,](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
[https://www.youtube.com/watch?v=lrk4oY7UxpQ.](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
- ["AP US Government and Politics," College Board,](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
[https://www.youtube.com/watch?v=lrk4oY7UxpQ.](https://www.youtube.com/watch?v=lrk4oY7UxpQ)
- [LaManna, Carey, "AP Gov with Lamoney,"](https://www.youtube.com/c/CareyLaManna/videos)
[https://www.youtube.com/c/CareyLaManna/videos.](https://www.youtube.com/c/CareyLaManna/videos)

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

UNIT OF STUDY	Popular Representations of Public Policy
PACING	Approximately 4 weeks
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do filmmakers address issues of public policy and government? ● What responsibility do filmmakers have for factual veracity? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Satirists, dramatists, and documentary filmmakers use their medium to encourage viewers to adopt their perspective through persuasive techniques. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Can analyze how filmmakers attempt to sway their audience. ● Can formulate a position on the question of whether a filmmaker owes fidelity to historical fact. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Survey about films and historical depictions
Formative	<ul style="list-style-type: none"> ● Class discussion
Summative	<ul style="list-style-type: none"> ● Essay, critical review, journal, Q&A
Benchmark	<ul style="list-style-type: none"> ● N/A
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide. ● 6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
<i>Comprehensive Health & Physical Education</i>	
<ul style="list-style-type: none"> ● None. 	
<i>Computer Science & Design Thinking</i>	

Hillsborough Township Public Schools Curriculum Map

Course Title: AP US Government and Politics

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 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

- WH.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WH.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH.11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- 1.2.12adv.Re8a: Analyze the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- 1.2.12acc.Re9a: Create and apply defensible evaluations in the constructive and systematic critique of media artworks and production processes.

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.

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

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Directing, screenwriting, acting, journalism.

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](#)

- 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 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

- Recognize and identify the thoughts, feelings, and perspectives of others

Relationship Skills

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

Responsible Decision-Making

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

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.

Hillsborough Township Public Schools Curriculum Map

Course Title: AP US Government and Politics

- [National Endowment for the Humanities, "Teaching Film Analysis in the Humanities,"](https://edsitement.neh.gov/teachers-guides/teaching-film-analysis-humanities)
[https://edsitement.neh.gov/teachers-guides/teaching-film-analysis-humanities.](https://edsitement.neh.gov/teachers-guides/teaching-film-analysis-humanities)
- [Resources for Teaching with Movies and Film,](https://www.teachthought.com/technology/25-resources-for-teaching-with-movies-and-film/)
[https://www.teachthought.com/technology/25-resources-for-teaching-with-movies-and-film/.](https://www.teachthought.com/technology/25-resources-for-teaching-with-movies-and-film/)
- [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/)
- [New York Film Academy, "9 Tips for Writing a Film Review,"](https://www.nyfa.edu/student-resources/9-tips-for-writing-a-film-review/)
[https://www.nyfa.edu/student-resources/9-tips-for-writing-a-film-review/.](https://www.nyfa.edu/student-resources/9-tips-for-writing-a-film-review/)