Unit 3: Policy Makers & Experts

Content Area: **Social Studies**
Course(s):
Time Period: **December**
Length: **4 weeks**
Status: **Published**

Enduring Understandings

Different perspectives lead to multiple approaches and opinions to solutions, which must be included in valid/solid research.

Not all opinions are equal; some are more valid than others.

By evaluating all opinions, especially those of the experts/policy makers, one's own solution can be better supported.

Experts/policy makers are critical when evaluating an issue/problem to evaluate the effectiveness of their attempts and failures.

Essential Questions

What are local/county/state issues that affect me or in which I am interested?

Who are policy makers/experts and how do I solicit their help and consideration?

How might others view the same issue in a different light?

Which questions have been addressed regarding the issue and which have not yet been addressed?

Content

Identify, contact and engage with relevant experts/policy makers on an issue/problem.

Interview experts/policy makers with relevant research questions regarding the issue/problem.

Compare and contrast various experts/policy makers successes and failures on the issue/problem.

Interpret the importance of the successes and failures in addressing the issue/problem.

Evaluate and include the opinions of experts/policy makers in the formulation of data to support the thesis solution.

Skills

Contact local officials and community members to acquire information and/or discuss local issues.

Incorporated information from policy makers/experts into research.

Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Plan and participate in an advocacy project to inform others about a social/political/economic/environmental issue at the local or state level and propose possible solutions.

Read and Interpret a Map

Interpret Charts/Graphs

Analyze Primary and Secondary Sources

Close Reading Primary and Secondary Sources

Writing both argumentative and expository texts

Conduct valid research

Accurately vet sources to check for validity

Resources

http://www.civiced.org/programs/project-citizen

http://www.crlsresearchguide.org/Big_Six_Steps.asp

http://civiced.rutgers.edu/projectcitizen.html

http://www.classroomlaw.org/programs/project-citizen/

http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf

https://www.weareteachers.com/6-ways-to-make-civics-learning-come-alive-2/

http://www.educationworld.com/a_curr/curr008.shtm

Standards

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. C. Economics, Innovation, and Technology

6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2 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 such problems are universal.

6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.
SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.