# Unit 7: Public Policy

Content Area: **Social Studies**
Course(s): **AP Government and Politics**
Time Period: **March**
Length: **4 weeks**
Status: **Published**

## Transfer

Public Policy

## Enduring Understandings

**Enduring Understanding**:

A relevant project applies course concepts to real-world political issues, processes, institutions, and policy making. Students would then communicate their findings or experiences in a way that conveys or demonstrates their understanding of course content.

Nations interact with each other through trade, treaties and use of force.

The earth is a global community where the actions of one

Country can affect lives in other countries

The U.S view of global issues and challenges may not be the same as the views held by other countries and cultures.

## Essential Questions

What are the factors that impact the policy-making process in both the domestic and foreign policy arenas

What social, political, and economic opportunities and problems arise when cultures interact?

What has necessitated the creation of so many new policies throughout the 20th and 21st centuries?

What policies do you see evolving in the near future? What could/would spark this evolution?

## Content

## Vocabulary

Vocabulary

'iron triangle" mandatory spending, discretionary spending, distributive policy, regulatory policy, redistributive policy, Social Security, Medicaid Medicare, Race To The Top, Affordable Care Act (Obamacare)

## Skills

**Disciplinary Skills:**

- Apply political concepts and processes to scenarios in context
- Apply Supreme Court decisions Practice
- Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics Practice
- Read, analyze, and interpret foundational documents and other text-based and visual sources Practice
- Develop an argument in essay format

**Skills**

- Write a letter or letters to elected officials explaining your position and proposal.
- Develop a visual display of the data and present findings and recommendations to an appropriate group/organization/ institution (e.g., school board), as a podcast, video, letter, or other authentic format.
- Create a "guide to media literacy" for peers, using your findings on how one story is covered over various outlets to make recommendations about savvy media use.
- Write a letter to the editor for the school or local paper, blog, or on-line forum relating your argument

or perspective.

- Develop a brochure for community members that explains the issue.
- Research an issue, write a draft of a bill, and write a floor speech to introduce the proposed legislation.
- Create a blog or public service announcement (e.g., Youtube video, radio commercial, video PSA) to inform or persuade others.
- Write and a publish an article (e.g., newspaper, blog, magazine, school website) that describes the service project and its relevance to a course concept.
- Compile a portfolio of the articles with analyses of the implications and impact of the governmental actions and outcomes.

Assess the policy networks, iron triangles and other forms of policy sub governments.

Examine how the federal budget is formed as well as the varying philosophies of fiscal policy

Identify the government's management of the economy

Assess tax  policies, labor practices, and economic regulator laws and policies

Evaluate the role of government in the making and implementation of social policy throughout the 20th & 21st centuries.

## Standards

6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.C.9 Analyze how the actions and policies of the United States government contributed to the Great Depression.

6.2.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals

6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.A.10.c

6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

## Assessments

**Multiple Choice**

■ Quantitative Analysis: Analysis and application of quantitative-based source material

■ Qualitative Analysis: Analysis and application of text-based (primary and secondary) sources ■ Visual Analysis: Analysis and application of qualitative visual information

■ Concept Application: Explanation of the application of political concepts in context

■ Comparison: Explanation of the similarities and differences of political concepts

■ Knowledge: Identification and definition of political principles, institutions, processes, policies, and behaviors

**Mandatory Course Project Suggestions**:

- Develop a Position:  Research a local, state, or national issue related to a political principle. Propose potential options or alternatives. Develop an argument that describes the intended outcome of the option, explains how it would be implemented, and refutes opposing arguments.
- Analyze Public Opinion: Develop and implement a survey about a political topic or policy. Analyze the data OR draft an analysis of existing public opinion data using a polling information compiled by Pew research or another polling organization.
- Make a policy recommendation and discuss the possible impact of the policy if implemented.
- Media Literacy Project: Select a political issue and research how that issue is being framed and reported on in multiple media outlets. Use this investigation to develop a framework for discerning

false, misleading, or biased information, including determining criteria for what makes a source credible.

- Local Civic Engagement:  Identify and research an issue of current debate. Attend a school board, city council, or local government meeting related to that issue. Observe and document policy making processes and outcomes. OR Set up a class or school forum where policy makers or advocates of differing perspectives have opportunity to discuss and debate the issue. Document the differing perspectives and implication.

- Write Legislation. Student assumes the roles of members of Congress seeking to enact a legislative agenda. They research an issue, write a draft of a bill, and write a floor speech to introduce the proposed legislation.

- Citizen Action Campaign:  Design a citizen action campaign to increase awareness about a policy issue or to increase civic participation. Investigate the issue and an advocacy group that engages with that issue or action

- Government in My Community: Collect and annotate articles from local sources (e.g., newspapers, magazines, websites) about government actions in the community.

Summative

Unit Test/Quizzes with questions culled from past AP test

FRQs