

Unit 4: Public Policy

Content Area: **Social Studies**
Course(s): **Civics**
Time Period: **Semester 2**
Length: **4 Weeks**
Status: **Published**

Standards

SOC.6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
SOC.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. Geography, People, and the Environment: Global Interconnections Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. Economics, Innovation, Technology: Global Economy Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
SOC.6.3.12.EconGE.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. History, Culture, and Perspective: Historical Sourcing and Evidence Historical sources and evidence provide an understanding of different points of view about historical events.
SOC.6.3.12.HistorySE.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). Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Enduring Understandings

1. Government institutions and political forces determine public policy.
 2. In different eras and times, various issues become debatable and political sides emerge on the political spectrum.
- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for

the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. How do societal forces influence policy making decisions?
2. How can citizens play a role in helping to create public policy?

Knowledge and Skills

1. The formation of policy agendas.
2. The role of government institutions in the enactment of policy.
3. Linkages between policy processes and political institutions and federalism, political parties, interest groups, public opinion, elections and policy networks.
4. The influence of the iron triangle concept that determines policy and informs representatives of the wants and beliefs of the majority and minority groups in society.
5. Speaker - lobbyist Dale Florio when available

Transfer Goals

1. Students will be able to independently connect how government institutions and political power influence foreign, social, economic and diplomatic policies and how these have shaped the lives of all Americans.
2. Students will be able to independently express their thoughts and ideas using supporting evidence to determine laws and policy are enacted and enforced.

Resources

Digital Sources:

[iCivics - Engaging Students in Meaningful Civic Learning](#)

[C3 Teaching - College, Career and Civic Life](#)

[New Jersey Department of State](#)

[US Government Services and Information](#)

[Bill of Rights Institute](#)

[The Choices Program - Brown University](#)

[Civics 101 - Podcast Platform](#)

[PBS News Hour](#)

Supplemental Resources:

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Assessments

<https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBek7lih12Q0ckKSTC4TMUXs/edit>

Modifications

<https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fit8XsUIe3K1VSG7nxuc4CpCec/edit>