

# Unit 2 Government Functions and Public Policy

Content Area: **Social Studies**  
Course(s): **American Government: Law Making, Democracy, and Civic Engagement**  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**American Government: Law Making, Democracy, and Civic Engagement  
(BHS Law Academy)**

**Unit 2-Government Functions and Public Policy**

**Grade 11**

**Belleville Board of Education**

**56 Ralph Street**

**Belleville, NJ 07109**

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Board Approved:

## **Unit Overview**

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In this unit students will demonstrate their understanding of concepts of governance and functions of government and public administration. Students will analyze historical debates and the compromises necessary to reach landmark political decisions, give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy, and explore the impact of political changes brought about by individuals, political parties, interest groups, or the media. Students will review the process of electing public officials and other methods of filling public offices in the U.S. system of government and compare and contrast the effectiveness of telephones, television, print media, focus groups, and online resources in elections. Students will also describe the cause-and-effect relationship of communication style in a campaign and discuss the influence of political parties in elections as well as the phenomenon of political image. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history and comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

## **Enduring Understanding**

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Students will relate the concepts of governance and functions of government and public administration to the political process. Students will recall historical debates and the compromises necessary to reach landmark political decisions as a guide to resolving present day societal disputes. Students will comprehend the processes used by individuals, political parties, interest groups, or the media to affect public policy. Students will learn to discuss and share their ideas and opinions in a judgement free environment. Students will understand their role in the process of electing public officials and other methods of filling public offices in the U.S. system of government and compare and contrast the effectiveness of telephones, television, print media, focus groups, and online

resources in elections. Students will also describe the cause-and-effect relationship of communication style in a campaign and discuss the influence of political parties in elections as well as the phenomenon of political image. All people have the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Appreciation for the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. Recognize the responsibilities of the United States and other nations to respond to the violation of human rights that occurred during the Holocaust and other genocides. Recognize the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Evaluate the government response to climate change and the effects of global warming on environment.

## Essential Questions

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- Where does the power to govern originate?
- What are the functions of government and public administration?
- What are the processes used by individuals, political parties, interest groups, or the media to affect public policy?
- What is the process of electing public officials and other methods of filling public offices in the U.S. system of government?
- What is the level of influence of telephones, television, print media, focus groups, and online resources in elections?
- What is the personal and legal responsibility that each citizen bears to fight racism?
- How have women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities contributed to the American economy, politics and society?
- How have the United States and other nations responded to the violation of human rights that occurred during the Holocaust and other genocides?
- What are the origins of the antislavery movement and what has been the impact of particular events, such as the Amistad decision, on the movement?
- What is and has been the government's response to climate change and the effects of global warming on environment?

## Exit Skills

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By the end of this Unit students will demonstrate the ability to;

- Apply concepts of governance to assess functions of government and public administration in society.
- Recall historical debates and recognize the compromises necessary to reach landmark political decisions;
- Give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy;
- Explore the impact of political changes brought about by individuals, political parties, interest groups, or the media;
- Recognize how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity;
- Evaluate the alignment of institutions of government and public administration with the principles of U.S. and international law to guide policy development; and
- Review the process of electing public officials;
- Recognize the influence of political parties in elections;
- Describe the cause-and-effect relationship of communication style in a campaign; and
- Compare and contrast the effectiveness of telephones, television, print media, focus groups, and online resources in elections.
- Compare and contrast different methods of filling public offices such as elected and appointed offices at the local, state, and national levels; and
- Analyze and evaluate the processes of electing the president of the United States.
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- Evaluate the government response to climate change and the effects of global warming on environment.

## **New Jersey Student Learning Standards (NJSL-S)**

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SOC.6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.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.
SOC.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.
SOC.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.

## **Interdisciplinary Connections**

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LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
LA.WHST.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.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WRK.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.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## **Learning Objectives**

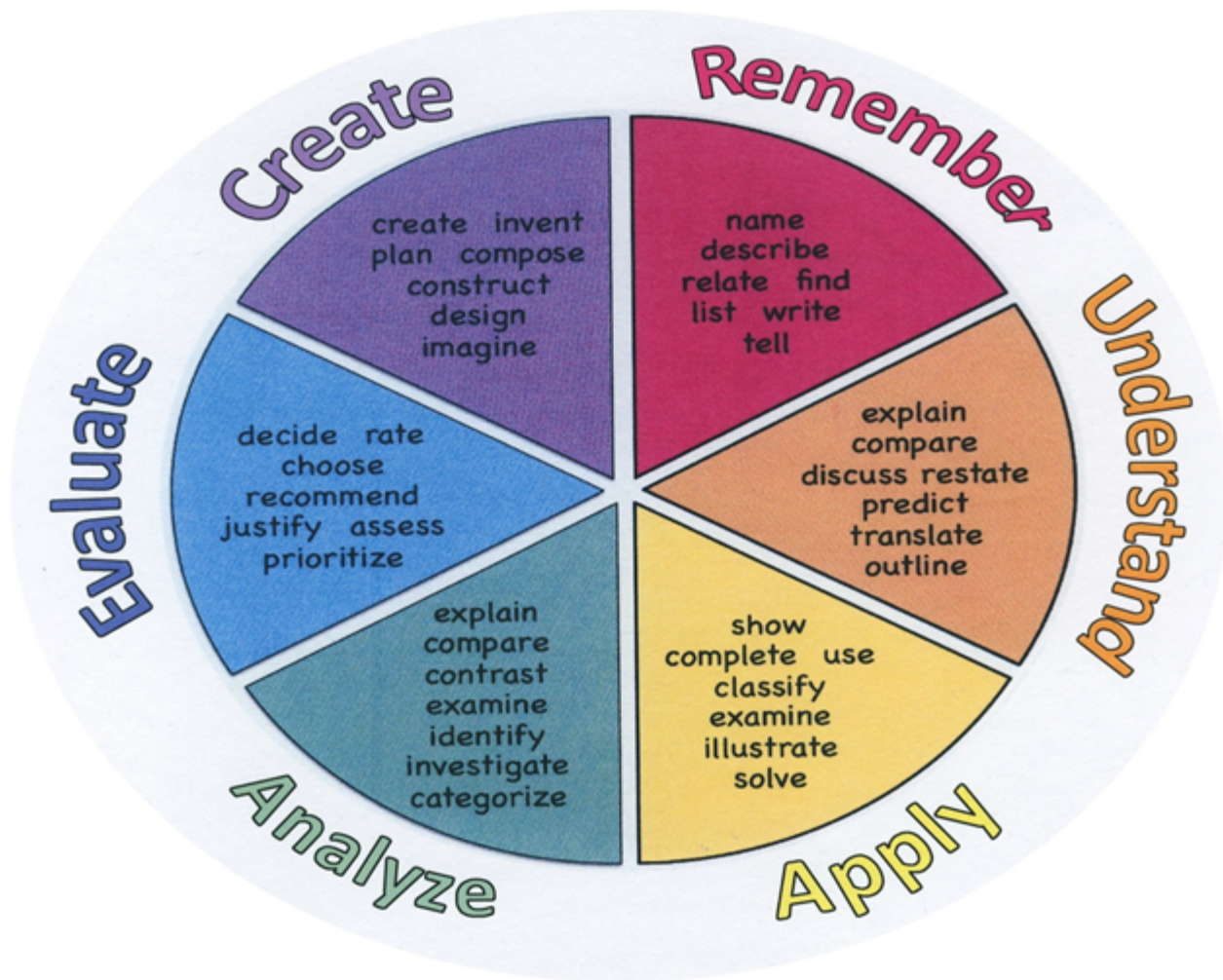
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- Explain what it means to govern and identify where the power to govern originates.

- Identify and describe the functions of government and public administration.
- Analyze and explain the processes used by individuals, political parties, interest groups, or the media to affect public policy.
- Explain the process of electing public officials and other methods of filling public offices in the U.S. system of government.
- Understand the level of influence of telephones, television, print media, focus groups, and online resources in elections.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

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- Use of the e-learning platform using web based services for classroom management and lesson delivery
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Create graphic organizer depicting structure of Federal Court system and the Court System of the State of New Jersey
- Create graphic organizer depicting the four levels of government in New Jersey
- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
  - The effects of global warming on the environment

- The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
- The Holocaust and genocides and the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
- The contributions of African-Americans to our country

## **Assessment Evidence - Checking for Understanding (CFU)**

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Web-Based Assessments

Multimedia Reports

Written Reports

Think, Pair, Share

Exit Tickets

Evaluation rubrics

Self- assessments

KWL Chart

Teacher Observation Checklist

Explaining, Describe, Define

Evaluate

Compare & Contrast

Outline

Newspaper Headline

Socratic Seminar

Study Guide

Reaction Paper

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define

- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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- E-Textbook: American Government: Law Making, Democracy, and Civic Engagement
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues
- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoology, Edmentum)

## **Ancillary Resources**

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- BHS Courtroom
- BHS Law Library
- Video equipment for recording courtroom trials and activities

## **Technology Infusion**

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- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in lesson delivery (i.e. Smart T.V.)
- Chromebooks for student use
- Video/Audio equipment for recording and reviewing courtroom presentations
- Quia Web-based testing
- ClassLink
- Edmentum



## **Alignment to 21st Century Skills & Technology**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

PFL.9.1.12.EG.3	Explain how individuals and businesses influence government policies.
WRK.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.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## **21st Century Skills/Interdisciplinary Themes**

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Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy

- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Global Awareness
  - Financial, Economic, Business and Entrepreneurial Literacy
  - Civic Literacy
  - Environmental Literacy
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- Civic Literacy
  - Environmental Literacy
  - Financial, Economic, Business and Entrepreneurial Literacy
  - Global Awareness
  - Health Literacy

## **Differentiation**

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### **Differentiations:**

Small group instruction

Extra time to complete assignments

Pairing oral instruction with visuals

Study guides

### **Hi-Prep Differentiations:**

Alternative formative and summative assessments

Guided Reading

Independent research and projects

Project-based learning

### **Lo-Prep Differentiations**

Jigsaw

Open-ended activities

Think-Pair-Share

### **Differentiations:**

- Small group instruction

- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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- Modified assignments
- Additional time for assignments and assessments
- Provide modifications as dictated in the student's IEP/504 plan
- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments

- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- Providing assignments/assessments in native language
  - Decreasing the amount of work presented or required
  - Tutoring by peers
  - Providing study guides
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- teaching key aspects of a topic. Eliminate nonessential information
  - using videos, illustrations, pictures, and drawings to explain or clarify
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
  - allowing students to correct errors (looking for understanding)
  - allowing the use of note cards or open-book during testing
  - decreasing the amount of work presented or required
  - having peers take notes or providing a copy of the teacher's notes
  - modifying tests to reflect selected objectives
  - providing study guides
  - reducing or omitting lengthy outside reading assignments
  - reducing the number of answer choices on a multiple choice test
  - tutoring by peers
  - using computer word processing spell check and grammar check features
  - using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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- Guided outlining and open outline assessments
  - Tutoring by peers
  - Using videos, illustrations, pictures, and drawings to explain or clarify
- 
- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Students will use Legal Reasoning problem solving skills to resolve legal disputes
  - Demonstrate self-directed learning, thinking, research, and communication skills
  - Look for extension ideas that challenge the student to delve deeper into the subject
  - Students will identify current legal issues and debate both in favor of and opposed to the issue.
  - Students will lead threaded discussions on various legal topics
  - Students will work in groups to represent each side of legal dispute and present arguments to student jurors.
  - Providing additional project based learning opportunities for in-depth analysis
  - Debate issues with research to support arguments
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- Above grade level placement option for qualified students
  - Advanced problem-solving
  - Allow students to work at a faster pace
  - Cluster grouping
  - Complete activities aligned with above grade level text using Benchmark results
  - Create a blog or social media page about their unit
  - Create a plan to solve an issue presented in the class or in a text
  - Debate issues with research to support arguments
  - Flexible skill grouping within a class or across grade level for rigor
  - Higher order, critical & creative thinking skills, and discovery
  - Multi-disciplinary unit and/or project

- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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### **Unit Name:**

Unit 2 Government Functions and Public Policy

### **NJSLS:**

See Link Below

### **Interdisciplinary Connection:**

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

### **Statement of Objective:**

SWDAT analyze and explain the processes used by individuals, political parties, interest groups, or the media to affect public policy by identifying a public policy issue and making a multimedia presentation to the class. Students will complete the presentation with 100% accuracy.

### **Anticipatory Set/Do Now:**

Select a public policy issue from the list provided

### **Learning Activity:**

T/O Class Discussion; Identify current public policy issues

### **Student Assessment/CFU's:**

Student questions and answers during class discussion

Students will Identify current public policy issues that will be debated during class discussions-Alternate assessment

Checklists and the E-learning platform will be used to review student work for comprehension and understanding

Unit 1-2 Quiz-Summative Assessment

Evaluation rubrics for writing, oral presentations-Formative Assessment

Engage in debate of current event legal issues-Benchmark Assessment

**Materials:**

E-Textbook

E-Learning Platform (Student Information System, i.e. Power School/Schoology)

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

Lap-Tops for students

**21st Century Themes and Skills:**

Civic Literacy

Financial, Economic, Business and Entrepreneurial Literacy

**Differentiation:**

Students will be given additional time for completion of assignments or assessments

Cooperative grouping to enhance and elevate student productivity during legal research projects

Use of visual and auditory presentations to introduce and support lesson delivery

Use of web based resources and databases that provide structured reading levels and read aloud options

**Integration of Technology:**

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

E-learning platform

PFL.9.1.12.EG.3

Explain how individuals and businesses influence government policies.

SOC.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 group and party politics impacted the development of democratic institutions and practices.

WRK.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.

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

