Unit 2 Government Functions and Public Policy Copied from: American Government: Law Making, Democracy, and Civic Engagement , Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

American Government: Law Making, Democracy, and Civic Engagement

Grades 9-12

Unit 2: Government Functions and Public Policy

Belleville Board of Education

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Unit Overview

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.

Enduring Understanding

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.

Essential Questions

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?

Exit Skills

By the end of Unit 2 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.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

Interdisciplinary Connections

9.3.LW.1	Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.
9.3.LW.2	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

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.

Learning Objectives

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

Identify and describe the functions of government and public administration.

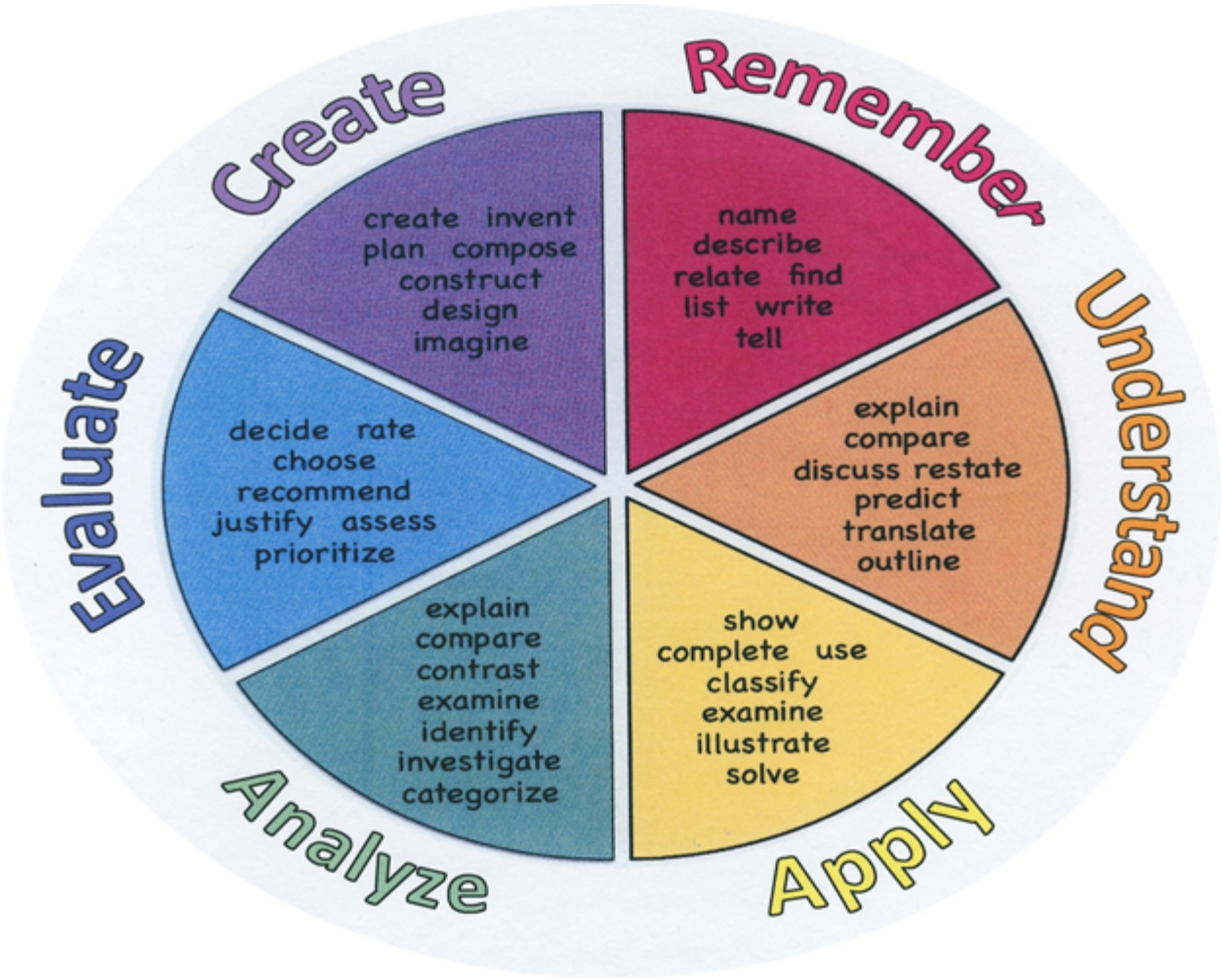
Analyze and explain the processes used by individuals, political parties, interest groups, or the media to affect public policy.

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.

Remember	Understand	Apply	Analyze	Evaluate	Create
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

- Continued use and development of e-learning platform using Google Classroom, Oncourse and other web based services
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student learning
- Teacher oriented class discussion
- Reaction Papers addressing relevant topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions

Assessment Evidence - Checking for Understanding (CFU)

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

- E-Text and resources
- Research and internet articles
- PowerPoint Presentations
- Smart T.V./District provided laptop
- E-Learning Platform (Google Classroom, Oncourse, Quia Web-based testing, ClassLink)

Ancillary Resources

- BHS Courtroom and video system (Room 240)
- BHS Law Library (Room 240)

Technology Infusion

- E-Text and resources
- PowerPoint Presentations
- Smart T.V./District provided laptop
- Video/Audio equipment for recording and reviewing classroom presentations
- E-Learning Platform; (Google Classroom, Oncourse, Quia Web-based testing, ClassLink)



Alignment to 21st Century Skills & Technology

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.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.

21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

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.

Differentiation

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)

- Modified assignments
- Additional time for assignments and assessments

- 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)

- Providing assignments/assessments in native language
- Decreasing the amount of work presented or required
- Tutoring by peers
- Providing study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

- 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 workpresented 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)

- Providing additional project based learning opportunities for in-depth analysis
- Debate issues with research to support arguments

- 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

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:

See Link Below

Materials:

e-text/Resources

Internet access

PowerPoint

Lap-Tops

21st Century Themes and Skills:

See Link Below

Differentiation:

See Link Below

Integration of Technology:

PowerPoint Presentation

Internet

Chromebook

Google Classroom/Oncourse