Unit 4: Public Policy

Content Area: **Social Studies**
Course(s): **US Govt & Politics AP**
Time Period: **FebMar**
Length: **6 weeks, 11th grade**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

United States Government and Politics Advanced Placement:

Grades 11 & 12

Unit 4: Public Policy

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Unit 4 Public Policy

a. Policymaking in a federal system

b. The formation of policy agendas

c. The role of institutions in the enactment of policy

d. The role of the bureaucracy and the courts in policy implementation and interpretation

e. Linkages between policy processes and the following

i. Political institutions and federalism

ii. Political parties

iii. Interest groups

iv. Public opinion v. Elections

vi. Policy networks

Enduring Understanding

The media, interest groups and political parties guide political decisions and policy in every aspect of the government and politics.

Essential Questions

Q1. What is the purpose of the public policy process?

Q2. Has the expansion of social policy effectively addressed the growing needs of American citizens? How has social policy evolved since its inception in the 1930's?

Q3. How does the government develop, implement and evaluate public policy?

Q4. What do you think the government's role should be in the economy?

Q5. How does the federal government utilize fiscal and monetary policy to effectively manage the US economy?

Q6. What are the benefits and consequences of public policy, and how do the wants and needs of those policies have financial implications? How will the national debt be managed in the future to satisfy those wants and needs?

Q7. Throughout American History, why has the United States oscillated from a policy of isolationism to interventionism? Were the founding fathers correct in warning against foreign entanglements and alliances?

Q8. Who are the key figures in formulating foreign policy and what legislative or executive powers allow the United States to build economic and military relationships

Exit Skills

Q1. Understanding the public policy process.

Q2. Understand how the expansion of social policy effectively addressed the growing needs of American citizens.

Q3. Articulate how the government develop, implement and evaluate public policy?

Q4. Understand the stance of the founding fathers when they warnd against foreign entanglements and alliances.

Q8. Comprehend who are the key figures in formulating foreign policy and what legislative or executive powers allow the United States to build economic and military relationships

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.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.14	Civics, Government, and Human Rights

SOC.6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
SOC.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.

Interdisciplinary Connections

0xLA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
0xLA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
0xLA.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.
0xLA.WHST.11-12.1	Write arguments focused on discipline-specific content.
0xLA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
0xLA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
0xLA.WHST.11-12.2.A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
0xLA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

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

Effective Learning Objectives Used in Lesson Planning:

- Begin with an action verb from one or more of Bloom's Taxonomy castegories listed below;
- Are measurable and/or observable, using action verbs, such as "differentiate," "classify," "justify;"
- Are not vague or passive verbs, such as "understand," "remember;"
- Increase the use of of verbs from Bloom's Taxonomy's higher order thinking categories, including **Analyze** and **Evaluate**

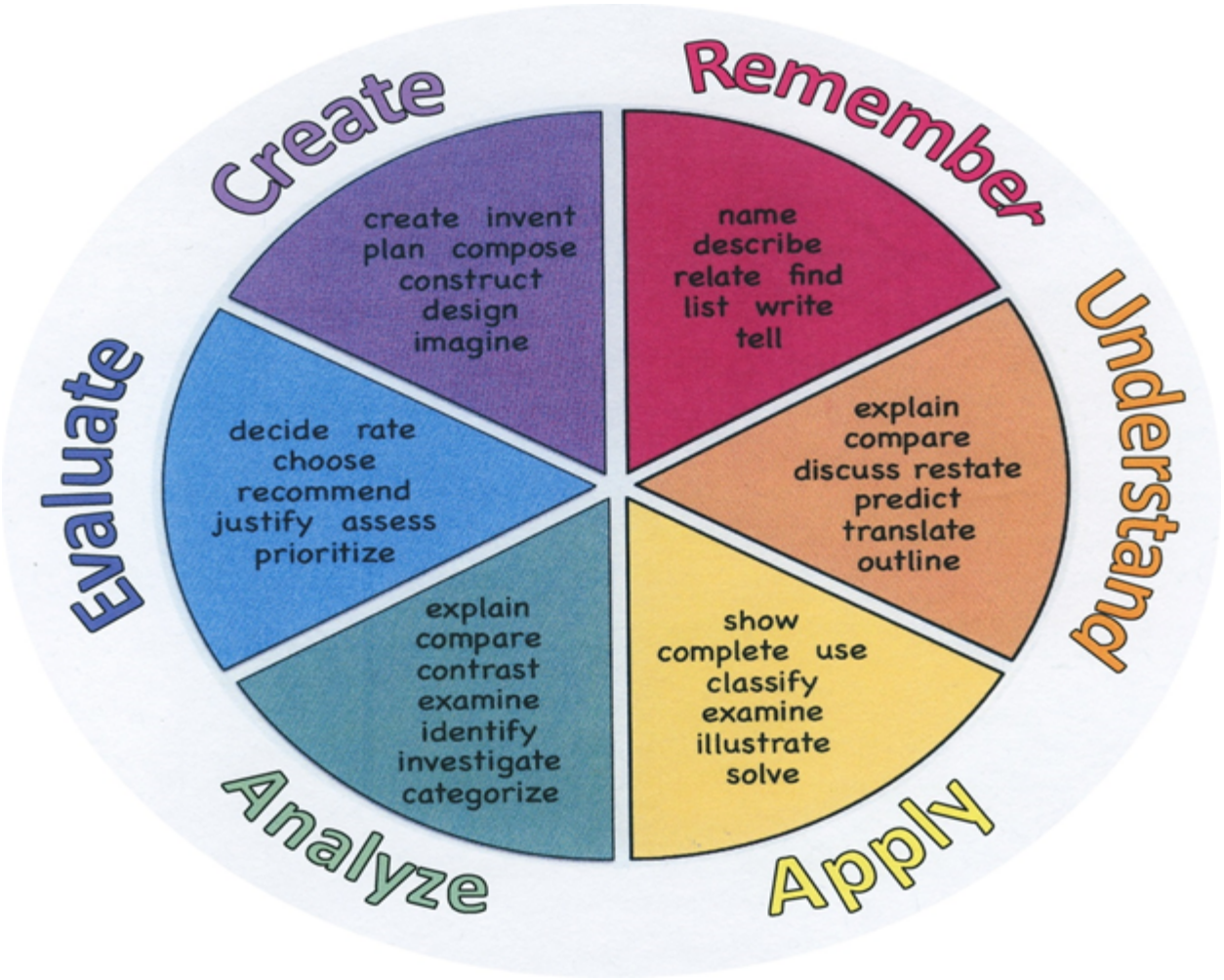
- Construct authentic learning activities and assessments that are derived from the Bloom's Taxonomy category - **Create**
- Minimize the use of lower order thinking categories - Remember and Understand.

Examples:

- **Identify** nutrients found in common food sources using the product's nutrition label;
- Use computer dietary analysis to assess a 2-day dietary intake and **categorize** the results;
- **Research** nutrition-related information on the internet and **evaluate** the reliability of the information.

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

What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room. • Project materials and books are numerous. • Students are engaged and focused on their work. • Teachers often use collaborative and/or authentic tasks that place students at the center of the learning process. • Seating arrangements are clustered, varied and functional with multiinstructional areas. • Classrooms are activity-based spaces as opposed to places to "sit and get" lectures. • Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. • There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

1. What are the most enduring ideas in the Constitution?
2. Write a persuasive essay in response to the essential question. Your essay should include key people, events, and turning points in the story of the U.S. Constitution. Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion.
3. *Analyze and write a narrative explaining how Marbury v. Madison established judicial review and why*

this concept made the Supreme Court an influential branch of government.

4. *Mapping activities and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets.*

Assessment Evidence - Checking for Understanding (CFU)

• Exit Tickets-formative assessment
• Admit Tickets
• Common benchmarks
• Evaluation rubrics
• Self- assessments
• Unit tests-summative assessment
• Quizzes

Create a Multimedia poster-benchmark assessment

Written reports-alternate assessment

- 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

MaGruder's American Government Textbook, 2009 - Prentice Hall , Upper Saddle River, New Jersey

Supplemental Readings:

The United States Constitution

The United States Patriot Act.

We The People: The Citizen and the Constitution (Level 3) Center for Civic Education, Calabasas California.

Multiple-Choice & Free Response Questions in Preparation for the United States Government and Politics Examination (5th

Edition) Ethel Wood and Maria Schmidt D&S Marketing Systems, Inc. Classroom subscription to *The New*

York Times

Classroom subscription to *The New York Times Upfront* Teacher provided articles from *Newsweek* and *Time* Magazine The Most Recent Editions of the Following Study Guides:

Kaplan AP US Government and Politics

Cracking the AP US Government and Politics Exam

Barron's AP Government and Politics

US Government and Politics (Cliffs AP)

Ancillary Resources

Lap tops, LCD Projector, Internet, Websites, Library

Technology Infusion

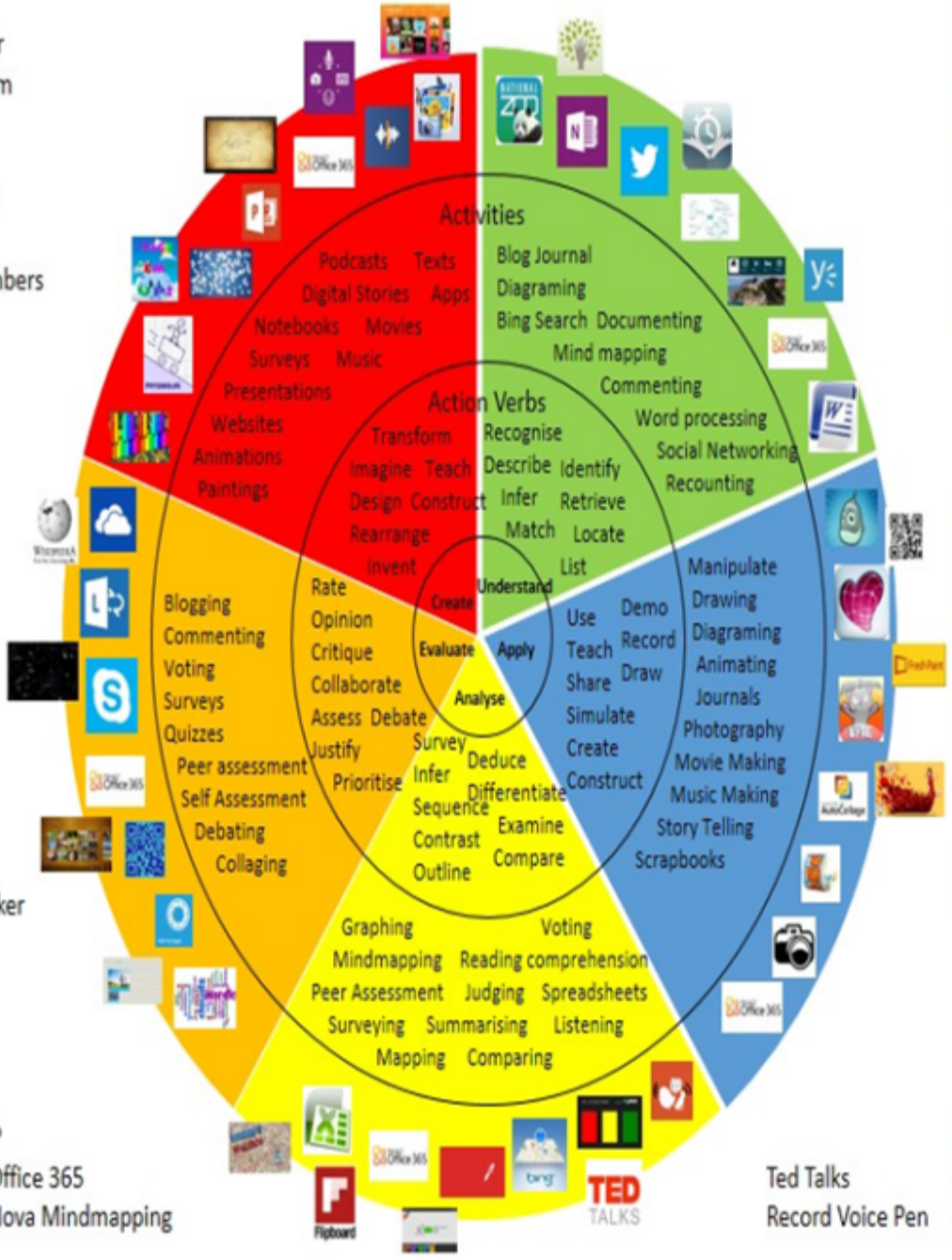
Students will utilize: Chrome books, the Internet, Google Classroom and other technologies such as The Cornell on line Library and our on-line text book.

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century Skills/Interdisciplinary Themes

0x • Global Awareness
0x • Financial, Economic, Business and Entrepreneurial Literacy
0x • Civic Literacy
0x • Health Literacy
0x • Environmental Literacy

- 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

0x • Communication and Collaboration
0x • Information Literacy
0x • Media Literacy
0x • ICT (Information, Communications and Technology) Literacy

0x • Life and Career Skills
0x • Creativity and Innovation
0x • Critical thinking and Problem Solving

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

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Choice of books or activities
- Cubing activities

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

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- 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: New Civil Rights

NJSLS:linked

Interdisciplinary Connection:Linked

Statement of Objective: SWDAT Understand and articulate what the Civil Rights Movement was and Articulate their opinions.

Anticipatory Set/Do Now:Liked Day 1

Learning Activity: Students will researching and reporting chapter 20-22 the Civil Rights movement. They wi ll understand key terms, Laws and Actions.

Student Assessment/CFU's:Linked Well written assignment, while also being able to articulate their opinions.

Materials: Laptop, Internet, LCD, Text Maps, handouts,

21st Century Themes and Skills: Linked

Differentiation: Pair grouping, these pairs are put together during the first few weeks of school and will change during the school year to improve success.

Integration of Technology: During group research, students will utilize laptops if available or cellphones to access the INTERNET. https://www.library.cornell.edu/