

# Unit 5: Public Policy

Content Area: **History**  
Course(s):  
Time Period:  
Length: **7 Days**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit Goals

The unit's focus is on public policy, what and who influences and how its implementation affects Americans. Both domestic and foreign policy are emphasized with a particular focus on specific policies that have been enacted over the last 100 years. By the end of this unit, students will be able to understand the impact that federalism, interest groups, political parties and elections have on policy making.

## Learning Objectives

- How does implementation of public policy affect Americans?
- What and who influences on public policy?

## Essential Skills

- Artists will be able to understand the impact that federalism, interest groups, political parties, and elections have on policy making.

## Standards

SOC.9-12.EK 1.6.B.1	Separation of powers and checks and balances creates multiple access points for stakeholders and institutions to influence public policy.
SOC.9-12.1.9	Federalism in Action
SOC.9-12.EK 2.4.A.2.ii	Foreign policy powers that influence relations with foreign nations are both formal (commander-in-chief and treaties) and informal (executive agreements).
SOC.9-12.LO 2.15.B	Explain how the distribution of powers among the three branches of government impacts policymaking.
SOC.9-12.4	American Political Ideologies and Beliefs
SOC.9-12.4.8	Ideology and Policymaking

SOC.9-12.LO 4.8.A	Explain how U.S. political culture (e.g., democratic ideals, principles, and core values) influences the formation, goals, and implementation of public policy over time.
SOC.9-12.4.9	Ideology and Economic Policy
SOC.9-12.5.7	Groups Influencing Policy Outcomes
SOC.9-12.LO 5.7.A	Explain how various political actors influence public policy outcomes.

## Instructional Tasks/Activities

### Textbook Readings

Polymaking in a Federal System	Pages 1-20, 325-332, 437-469, 470-486, 487-513
The formation of policy agendas	Pages 10-20, 77-82, 166-168, 211-212, 440-447, 479-484, 516-520
The role of institutions in the enactment of policy	Pages 322-332, 341-343, 368-371, 379-406, 409-416, 427-429
The role of bureaucracy and the courts in policy implementation and interpretation	Pages 379-406, 407-436
Linkages between policy processes and the following:	
1. Political institutions and federalism	Pages 51-53, 59-63, 10-13
2. Political parties	Pages 189-192, 241-243, 474, 502
3. Interest groups	Pages 251-275, 11-12, 15, 456-457, 466-467, 479, 489
4. Public opinion	Pages 11, 89-93, 164-168, 352-356, 432-434
5. Elections	Pages 12, 241-244, 247-249, 345-347, 352-356, 473, 520-521
6. Policy networks	Pages 396-397, 458-459

Day	Topic	LANAHAN Supplemental Readings	Pages
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1	Economic Policy	84. Milton Friedman – Free to Choose (1980)	636-641
2	Social Policy	86. Michele Wucker – Lockout (2006)	652-659
3	Foreign Policy		
4	Environmental and Energy Policy	87. Stephen Cohen – Understanding Environmental Policy (2006)	660-667
5	Federal Budget and Public Policy	88. Kevin Phillips – Bad Money (2008)	668-678
6	Unit Review		
7	Assessment – Multiple Choice and FRQ		

## Assessment Procedure

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- Assessment – Multiple Choice and FRQ
- Budget Hero Activity
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## Recommended Technology Activities

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- Appropriate Content Specific Online Resource

- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers

- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Articles from current newspapers, such as The New York Times or The Wall Street Journal
- Current Public Policy Articles
- Economic Policy Organizer chart
- News footage and documentaries: C-SPAN's coverage and current events materials
- News magazines excerpts from Time, Newsweek, or The Economist

- Serow, Ann G., and Ladd, Everett C. The LANAHAN READINGS in the American Polity, 5th ed. Baltimore, 2011
- Social Policy organizer chart
- Web based resources including: Youth Leadership Initiative, the Bill of Rights in Action, and numerous websites
- Wilson, James Q., Dilulio, John J., and Bose, Meena. American Government: Institutions and Policies AP Edition, 14e. Stamford: Cengage Learning, 2015