

# Civics Unit 5: Public Policy

<b>Unit #:</b>	APSDO-00061117	<b>Duration:</b>	3.0 Week(s)	<b>Date(s):</b>	
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**Team:**  
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**Grades:**  
12

**Subjects:**  
Social Studies

## Unit Focus

In this unit, students will understand the role of the three branches of government in influencing public policy. They will also examine how congressional committees, bureaucratic agencies, and interest groups influence domestic and foreign policy; how public opinion is measured and carried out; and the choices and challenges facing policy makers. The summative assessment for this unit will require students to examine at least one specific, contemporary domestic and/or foreign policy and evaluate its success. Primary instructional materials for this course include textbook, primary, and contemporary sources.

## Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Connecticut Goals and Standards</b> <i>Social Studies : 12</i></p> <ul style="list-style-type: none"> <li>• Apply civic virtues and democratic principles when working with others. <i>CIV.9-12.9</i></li> <li>• Critique relationships among governments, civil societies and economic markets. <i>CIV.9-12.6</i></li> <li>• Evaluate multiple procedures for making governmental decisions at the local, state, national and international levels in terms of the civic purposes achieved. <i>CIV.9-12.14</i></li> <li>• Present adaptations of arguments and</li> </ul>	<p><b>T1</b> (T7) Actively engage in a problem or idea that is meaningful to self and society.  <b>T2</b> (T2) Create question(s) or statement(s) that advance research and analysis.  <b>T3</b> (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language.</p>	
	Meaning	
	Understandings	Essential Questions
	<p><b>U1</b> (U600) Groups, cultures, societies and nations are influenced by the actions, ideas and goods of others.  <b>U2</b> (U602) Cooperation: Conflict can be created in the struggle for resources, power and sovereignty.</p>	<p><b>Q1</b> (Q103) How do individuals participate in government?  <b>Q2</b> (Q104) Why do governments allocate resources in the way they do?  <b>Q3</b> (Q105) What other groups hold power in society?</p>

<p>explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary). <i>INQ.9-12.12</i></p> <ul style="list-style-type: none"> <li>• Use appropriate deliberative processes in multiple settings. <i>CIV.9-12.11</i></li> <li>• Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. <i>INQ.9-12.15</i></li> </ul>	<p><b>U3</b> (U102) Governments make decisions on the allocation of resources.</p> <p><b>U4</b> (U104) Institutions other than governments often have power in society.</p>	
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skills</b>
	<p><b>K1</b></p> <p>All three branches of government play a role in influencing public policy</p> <p><b>K2</b></p> <p>Congressional committees, bureaucratic agencies, and interest groups interact to influence public policy</p> <p><b>K3</b></p> <p>The government uses a variety of methods to measure public opinion in order to create public policy</p> <p><b>K4</b></p> <p>Public policy decisions are shaped by domestic and foreign challenges</p>	<p><b>S1</b></p> <p>Identify causes and effects of problems in order to determine the best solutions</p> <p><b>S2</b></p> <p>Pose questions to further research</p> <p><b>S3</b></p> <p>Support a claim with textual evidence</p> <p><b>S4</b></p> <p>Communicate and defend positions regarding the implementation and influence of specific policies</p>