

PASCACK VALLEY REGIONAL HIGH SCHOOL DISTRICT

**Pascack Hills High School, Montvale, New Jersey
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: An Introduction to the Analysis of Public Affairs
Dual Enrollment Option with Syracuse University Project Advance**

Born on: August, 2014
Previous Revision: July, 2020
Current Revision: July, 2023
Board Approval: 8/28/23

This Course is offered by Brooks Alexander and Jeff Jasper, who are Adjunct Faculty Members of the Public Affairs program of the Maxwell School at Syracuse University and has been trained by Professor William D. Coplin, Director of the Public Affairs Program, College of Arts and Sciences and the Maxwell School. Part of your grade for this course is determined by submitting selected materials to Professor Coplin for review and grading. At Syracuse University, PAF 101 fulfills a social science and critical reflection requirement for the College of Arts and Sciences core.

PAF 101: Introduction to the Analysis of Public Policy introduces you to basic skills of public policy analysis. These skills are:

- 1) Become willing and able to “do good” effectively
- 2) Define and identify the components of public policy issues.
- 3) Communicate ideas and findings with respect to public policy issues.
- 4) Collect information on public policy issues. Use graphs, tables, and statistics to analyze public policy.
- 5) Examine the use of surveys and informal interviewing procedures.
- 6) Identify a social problem and come up with a proposed public policy to deal with it.
- 7) List the benefits and costs of a proposed public policy.
- 8) Develop benchmarks to assess the impact of your policy on societal conditions.
- 9) Analyze the political factors and develop strategies to implement a proposed public policy.
- 10) Identify essential features of major current public policy issues.
- 11) Work in teams effectively.

PAF 101 fulfills a social science and a critical reflection requirement for the College of Arts and Sciences core at Syracuse University. It introduces you to research skills that you will use throughout your college career and the rest of your life as a professional work and a good citizen.

PAF 101 is divided into five parts. For each part, you will submit a module paper. The papers consist of exercises that you may download from the “download module link” on the SUPA PAF 101 web page <http://supa.syr.edu/paf101/> or from the link on Mr. Alexander’s and Mr. Jasper’s Canvas pages Each module must be typed following the correct format. Class time will be used for lectures, outside speakers, and group exercises.

MODULE DUE DATES: Each Module is worth a total of 100pts/ Test Grade

***All dues dates and links are on the teacher Canvas page**

OTHER REQUIREMENTS from the Public Affairs Program: To avoid receiving up to one letter grade deduction from the Public Affairs Program of Syracuse University, you must go to the course website and complete the following also on <http://supa.syr.edu/paf101/>:

1. Fill in a pre-test questionnaire no later than five days after school starts.
2. Fill in a post-test questionnaire five days before the last class.

3. Send your summary report no later than no later than the last class.

OTHER REQUIREMENTS FROM THE INSTRUCTOR (Optional)

Attendance at local governmental meetings to include Board of Education, Town Council, Planning and Zoning Board, etc.

REQUIRED MATERIALS:

1. Coplin, William D. and Michael K. O’Leary. Public Policy Skills. 3rd Ed. Croton on the Hudson: Policy Studies Associates, 1998.
2. Coplin, William D. How You Can Help: An Easy Guide to Doing Good Deeds in Your Everyday Life. New York: Routledge, 2000.
3. Access to Mr. Alexander’s /Mr. Jasper’s Canvas page.

REGULATIONS AFFECTING GRADES

You can obtain 650 points by handing in excellent papers on time and participating in all classes. The following rules should be carefully read and followed because they will directly affect your grades:

- 1) **EXTRA CREDIT** Extra points can be obtained in the following ways: Attendance at governmental meetings and a written/ oral report on the meetings discussions.
- 2) **CHEATING** Students must hand in their own work. Collaboration in research is permitted as long as there is not even the slightest evidence of direct copying or paraphrasing. Collaborating students should not be using the same articles, websites, or books. Any similarity in wording between two papers, including a consistent case of the same sources will result in a zero for both papers.

- **The directions for modules are located on the SUPA101 website listed above in the teacher syllabus**
- **Pacing is based on SU PAF 101 semester course linked to SUPA PVRHSD**

Interdisciplinary Connections

Teachers will combine, integrate and infuse disciplines as needed. ELA reading, writing, speaking and listening assignments are infused throughout the curriculum to develop basic reading and comprehension skills. Other suggestions for interdisciplinary connections:

- Career Transition
- Mathematics and Business can be combined with economic units
- Science can be combined with discussion of climate change
- Art, music and literature will be called upon to supplement what is learned in history and develop cross curricular development
- The teacher will with the library media specialist on various research units

Accommodations and Modifications: Each unit has examples of possible accommodations/modifications. Charts of accommodations/ modifications are found at the end of the document.

ACTIVITIES & EXPERIENCES	OBJECTIVES	EVALUATIO N	NJSLS	Time
I PAF 101 EXERCISES – MODULE 1	A. Complete the following.	Methods of Assessment	6.3.12.CivicsPD.1 6.3.12.HistoryCA.2	12 WEEKS

<p>BASED ON CHAPTER 1</p> <p>Skills Win! Exercise: Skill Sets 1 & 2: Taking Responsibility and Developing Physical Skills</p> <p>A. Define the term “societal problem” by quoting a full sentence directly from the <i>Maxwell Manual</i>.</p> <p>B. Choose one of the following societal categories: Crime, Education, Environment, Health, Housing, Jobs and Economic Development, or Poverty. Find, reference, and attach the first page of a newspaper article from a print or electronic source that discusses some aspect of the societal category. Attach</p>	<p>1. Estimate your level of performance based on the scale below for each of the four skills. Put parentheses around your selection; make sure both your selection and parentheses are bold.</p> <table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Poor</th> <th>Fair</th> <th>Good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>1 - Motivate Yourself:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>2 - Be Ethical:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>3 - Manage Your Time:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>4 - Manage Your Money:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p>2. In one sentence, identify and provide evidence for a skill you need to improve the most.</p> <p>B. Complete the following.</p> <p>1. Estimate your level of performance based on the scale in Part B for each of the four skills. Put parentheses around your selection; make sure both your selection and the parentheses are bold.</p> <table border="0" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Poor</th> <th>Fair</th> <th>Good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>5- Stay Well:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>6- Look Good:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>7- Type Well:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>8- Write Legibly:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p>2. In one sentence, identify and provide evidence for a skill you need to improve the most.</p> <ul style="list-style-type: none"> Write the societal category you chose, exactly as it is stated in the Part B directions: 		Poor	Fair	Good	Excellent	1 - Motivate Yourself:	1	2	3	4	2 - Be Ethical:	1	2	3	4	3 - Manage Your Time:	1	2	3	4	4 - Manage Your Money:	1	2	3	4		Poor	Fair	Good	Excellent	5- Stay Well:	1	2	3	4	6- Look Good:	1	2	3	4	7- Type Well:	1	2	3	4	8- Write Legibly:	1	2	3	4	<p><i>Student Assessment</i></p> <p>Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p> <p>Differentiation for Diverse Learners/ Accommodations</p> <p>Special Ed/504: Provide copies of notes and presentation Provide excerpts of primary source documents instead of full documents. Provide students with essential vocabulary Re-teaching and review Graphic organizers</p>	<p>ELA</p> <p>NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics</p> <p>MP.2 MP.3 MP.6</p> <p>Science</p> <p>HS-LS2-6 HS-LS2-7 HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p>	
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<p>additional page(s) where quote(s) are used, and highlight these quotes. In a paragraph of no more than 200 words, explain your interest in the societal category and quote one full or partial sentence from the article.</p> <p>A. Define the term “public policy” by quoting a full sentence directly from the <i>Maxwell Manual</i>.</p> <p>B. Identify a legislative, administrative, and judicial action that relates to some aspect of your societal category. Describe each action in your own words and include a partial or full sentence quote from an article (using any print or electronic newspaper). Be sure to cite the source. Attach the first page of the</p>	<ul style="list-style-type: none"> • Write a paragraph of no more than 200 words explaining why you are interested in that societal category (including newspaper article quote). Start your answer on the next line. • Describe and cite a legislative action: • Describe and cite an administrative action: • Describe and cite a judicial action: • Describe and cite a national (federal) public policy: • Describe and cite a state public policy (indicate which state): • Describe and cite a local public policy (indicate which local government): <p>Restate the Policy from Exercise 1.2B or C:</p> <p>Player #1: Name: Title: Justification:</p> <p>Player #2: Name: Title: Justification:</p> <p>Player #3: Name:</p>	<p>Scaffolding of assignments Guided questions and note taking Provide an Outline for writing assessments</p> <p>Multilingual Learners: Use simplified text and summaries of content. Use art visuals for students to respond to instead of text. Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	<p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p>	
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<p>article(s) used and write the exercise number on the top of the page, with the quote highlighted. Articles may be used more than once at any point during this module. If an article is used more than once, place it behind the entire exercise where it is first used and write the exercises to which it applies.</p> <p>C. Identify and cite the source (using any print or electronic newspaper) of a national, state, and local public policy that affects your societal category. Describe the public policy in your own words and include a partial or full sentence quote from an article. Be sure to cite the source. Attach the first page of the article(s) following the directions from 1.2B, with the quote highlighted.</p>	<p>Title:</p> <p>Justification:</p> <p>Write the exact name of the organization and its geographic location:</p> <p>Briefly describe one of the organization’s policy goals:</p> <p>Write the name and title of the player you could contact:</p>			
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<p>Exercise 1.3: Identifying Players and Stakeholders</p> <p>A. In your words, and in no more than one sentence, state the major difference between a player and a stakeholder. Do not quote from the book.</p> <p>B. Choose one of the policies you described in Exercise 1.2B or C and restate it below. Identify three different and distinct players that directly influence the policy. The player must be an individual and does not have to be mentioned in the article you used. Write a one sentence justification explaining what makes each of them a player. No source is needed for this exercise.</p> <p>C. For the policy you stated in 1.3B immediately above,</p>				
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<p>identify two different and distinct local stakeholders who are not players. Write a one sentence justification for each stakeholder stating why they are stakeholders and not players for the policy you have identified. The stakeholders can be individuals or groups, and do not have to be mentioned in the article you used. No source is needed for this exercise.</p> <p>Exercise 1.4: Identifying Types of Players</p> <p>A. Identify a 501c3 or 501c4 organization that seeks to influence governmental policy on your societal category and identify a player within the organization. You may want to contact this player later in the course. No source is needed for this exercise, unless you quote directly</p>				
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<p>B. Identify a 501c3 or 501c4 organization that primarily provides direct assistance for the societal category you have chosen and identify a player within the organization. You may want to contact this player later in the course. No source is needed for this exercise</p> <p>C. Identify a governmental department (administrative) office at either the federal, state, or local level that has a clear role in the societal category you are studying, and identify a player within the department. You may want to contact this player later in the course. No source is needed for this exercise.</p>				
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<p>D. Identify an elected federal, state, or local government official other than the Chief Executive (e.g., President, Governor, or Mayor) who is a player in the societal category you are studying. You may want to contact this player later in the course. No source is needed for this exercise.</p> <p>E. Exercise 1.5: References</p> <ul style="list-style-type: none"> ● Prepare a list of references that includes all sources for this module. ● Follow APA style; guidelines are available on the PAF 101 website. ● Include all sources used in the exercises. ● Reminder to use only articles dated back no more than 6 months ago, unless otherwise 				
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<p>stated in the exercise directions.</p>				
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ACTIVITIES & EXPERIENCES	OBJECTIVES	EVALUATION	NJSLs	TIME																				
<p>II. Skills Win! Exercise: Skill Sets 3 & 7: Communicating Verbally & Gathering Information Skills</p> <p>C. Complete the following.</p> <p>3. Estimate your level of performance based on the scale below for each of the three skills. Put parentheses around your selection; make sure both your selection and parentheses are bold.</p> <table border="0" data-bbox="94 1128 1008 1282"> <tr> <td></td> <td>Poor</td> <td>Fair</td> <td>Good</td> <td>Excellent</td> </tr> <tr> <td>Skill 9 - Converse One-on-One:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Skill 10 - Present to Groups:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Skill 11 - Use Visual Displays:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>		Poor	Fair	Good	Excellent	Skill 9 - Converse One-on-One:	1	2	3	4	Skill 10 - Present to Groups:	1	2	3	4	Skill 11 - Use Visual Displays:	1	2	3	4	<p>Write one sentence describing one piece of data from your table, and include an internal citation</p> <p>Identify the source organization for this data:</p>	<p>Methods of Assessment Student Assessment Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S</p>	<p>6.3.12.CivicsP D.1 6.3.12.History CA.2 ELA NJLSA.R1 NJLSA.R2 NJLSA.R6. NJLSA.R7 NJLSA.R9 NJLSA.R10 NJLSA.W1 NJLSA.W7</p>	<p>12 WEEKS</p>
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<p>4. In one sentence, identify and provide evidence for a skill you need to improve the most.</p> <p>D. Complete the following.</p> <p>3. Estimate your level of performance based on the scale in Part A for each of the six skills. Put parentheses around your selection; make sure both your selection and the parentheses are bold.</p> <table border="1" data-bbox="73 519 1071 779"> <thead> <tr> <th></th> <th>Poor</th> <th>Fair</th> <th>Good</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>Skill 23 - Search the Web:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Skill 24 - Use Library Holdings:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Skill 25 - Use Commercial Databases:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Skill 26 - Conduct Interviews:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Skill 27 - Use Surveys:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Skill 28 - Keep and Use Records:</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </tbody> </table>		Poor	Fair	Good	Excellent	Skill 23 - Search the Web:	1	2	3	4	Skill 24 - Use Library Holdings:	1	2	3	4	Skill 25 - Use Commercial Databases:	1	2	3	4	Skill 26 - Conduct Interviews:	1	2	3	4	Skill 27 - Use Surveys:	1	2	3	4	Skill 28 - Keep and Use Records:	1	2	3	4	<p>Directly quote a full sentence from the book that is related to your societal category</p> <p>Write your specific societal problem, indicating a specific geographic location, at the local, state, or national level, suffering from the problem here:</p> <p>List three individuals, either a player or a staff person of the player, who deal with your specific societal problem for the geographic</p>	<p>Class participation F</p> <p>Debates/Socratic Seminars F</p> <p>Project Based Assessments S</p> <p>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</p> <p>Provide copies of notes and presentation</p> <p>Provide excerpts of primary source documents instead of full documents.</p> <p>Provide students with essential vocabulary Re-teaching and review</p> <p>Graphic organizers</p> <p>Scaffolding of assignments</p> <p>Guided questions and note taking</p> <p>Provide an Outline for writing assessments</p> <p>Multilingual Learners:</p>	<p>NJSLSA.W8</p> <p>NJSLSA.W9</p> <p>Mathematics</p> <p>MP.2</p> <p>MP.3</p> <p>MP.6</p> <p>Science</p> <p>HS-LS2-6</p> <p>HS-LS2-7</p> <p>HS-ESS3-1</p> <p>Art</p> <p>1.2.12acc.Re7a</p> <p>1.2.12acc.Re8a</p> <p>1.5.12prof.Re7a</p> <p>1.5.12acc.Re7b</p> <p>1.5.12acc.Re8a</p> <p>1.5.12prof.Cn1a</p> <p>Technology and 21st Century Themes & Skills</p> <p>9.4.12.IML.2</p>	
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<p>4. In one sentence, identify and provide evidence for the skill you need to improve the most.</p> <p>Exercise 2.1: Locating Quantitative Data</p> <p>Using ProQuest Statistical Insight, through the Syracuse University Libraries Website (http://library.syr.edu), enter a search term relevant to your societal category, and locate a data table (not a graph) that contains three pieces of data, relevant to that societal category. At least one data point must represent information within the last ten years. Download and print the table, and circle this point. Attach the printout directly behind the page on which this exercise appears.</p> <p>Exercise 2.2: Finding Periodical Articles</p>																																							

<p>Using the ProQuest database through the Syracuse University Libraries Website (http://library.syr.edu), locate a newspaper or magazine article relevant to your societal category at any geographic level.</p> <ul style="list-style-type: none"> • Do not use an article from an academic journal. • Attach a photocopy or printout of the abstract/citation page directly behind the page on which the exercise appears. • Make sure the article was published within the last six months. • Quote one full or partial relevant sentence from the article that is related to your societal category here: <p>Exercise 2.3: Locating Books</p> <p>Using the library’s Summon search engine on the home page of the Syracuse University Libraries Website (http://library.syr.edu) find a book on your societal category at any geographic level within the United States. The publication date of the book must be within the last 15 years. Books published by the government and eBooks may not be used for this exercise. Attach photocopies of the title page and the copyright page, with your SUID, directly behind the page on which this exercise appears. Your SUID (the actual card) must appear on both of the photocopies. Attach photocopy of the page with the quote you are using and highlight the quote.</p> <p>Exercise 2.4: Using United States Government Publications</p> <p>Using the Catalog of U.S. Government Publications (http://catalog.gpo.gov), locate one United States government publication relevant to your societal category at any geographic level.</p> <ul style="list-style-type: none"> • The publication should include a clearly identified title page and the names of individual or organizational authors, such as those found within formal government agency reports, newsletters, online journals/magazines, 	<p>location you specified.</p> <p>Briefly describe the purpose of the survey you will be designing, including a quote, hypothetical or real, from the player that justifies why this survey will be useful</p>	<p>Use simplified text and summaries of content.</p> <p>Use art visuals for students to respond to instead of text.</p> <p>Provide copies of notes</p> <p>At Risk Students: Provide copies of presentations and notes</p> <p>Extended time on assignments</p> <p>Gifted and Talented: Vary level of reading and primary source documents</p>	<p>9.4.12.IML.8:</p> <p>Computer Science</p> <p>8.1.12.DA.5</p>	
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<p>etc. These government publications are often posted in PDF format. Their pages are frequently numbered.</p> <ul style="list-style-type: none"> • The publication you locate should not merely consist of a brief news announcement or other informal online information summary. These types of publications are often posted on the web in HTML format only. The document must be more than 10 pages long. • Do not use U.S. Census Bureau information. • Must be published within the last five years. • Attach a photocopy or printout of the cover or title page of the document directly behind the page on which this exercise appears. • Cite the source you used. <p>• In no more than two sentences, explain briefly why this source will provide you with useful information about your societal category by using a full or partial quote from the publication here:</p> <p>Exercise 2.5: Using United States Census Data</p> <p>Use data from the 2010 U.S. Census (http://www.census.gov/quickfacts) to fill out the chart below with the required information for any county, town or city located in your home state, for a comparable county, town or city located in any other state that is within 25% of the population size of your original county, town or city, and for the United States as a whole.</p> <ul style="list-style-type: none"> • To obtain data needed for the chart, use the site’s “Quick Facts” link (http://quickfacts.census.gov/qfd/index.html) • If your county, town, or city is too large to find a comparable county, town, or city within 25% of its population, choose the largest one you can locate with a population of at least 1 million people. • Fill in the top row of the chart with your corresponding information. Do not leave the brackets or what is inside the brackets on your chart. • Do NOT use estimates unless 2010 data is not available, in which case use 2014 estimates. 				
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- Do NOT include percentage (%) signs or dollar (\$) signs when filling out the chart.
- Do not cite or reference this exercise.

	[Write Name of County or City or Town and State here]	[Write name of Comparable County or City or Town and State here]	US
Population			
% Persons 65 years and older			
% Persons White Not Hispanic			
% Female			
Per Capita Income (\$)			
% Persons in Poverty			
% Homeownership Rate			
% High School Graduate Or Higher – Age 25+			

Exercise 2.6: Narrowing your societal category

<p>Based on the research you have done in this chapter, narrow your societal category to a specific societal problem within it. Be sure to state it as a problem.</p> <p>Exercise 3.1: Researching Your Players</p> <p>1. Write the name and position of an elected government official who serves at the local, state, or national level and state the geographic location they represent here:</p> <ul style="list-style-type: none"> • Write the player’s phone number or email address here (if instead of an email address you find a site that allows you to send a message to the individual, indicate this and provide a link to the site. This applies to all of 3.1): • Write why they will provide you with useful information by describing one policy they had worked on previously here: • Write three questions related to your specific societal problem that you could ask the player here: <p>2. Write the name and position of a non-elected player from a government department here:</p> <ul style="list-style-type: none"> • State the government department here: • Write the player's phone number or email address here: • Write why they will provide you with useful information by describing one policy they had worked on previously here: • Write three questions related to your specific societal problem that you could ask the player here: 				
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<p>3. Write the name, organization and position of a player from a local, state or national non-profit organization, public interest/lobby group, or political organization here:</p> <ul style="list-style-type: none"> • Specify where they work by providing their geographic location here: • Write the player's phone number or email address here: • Write why they will provide you with useful information by describing one policy they had worked on, or by describing one goal of the organization or one service the organization has provided previously here: • Write three questions related to your specific societal problem that you could ask the player here: <p>Exercise 4.1: Gathering Information for and Determining the Purpose of a Survey</p> <p>A. Quote the definition for “target population” from the <i>Maxwell Manual</i>.</p> <p>B. Select a player you identified in Exercise 3.1 to be your “client.” Hypothesize what the person might say in response to the following prompts and cite accordingly.</p> <ul style="list-style-type: none"> • Name the individual and position • Briefly describe the purpose of the survey you will be designing, including a quote, hypothetical or real, from the player that justifies why this survey will be useful • Write a specific description of the target population you will sample for your survey including its geographic location and approximate size (you cannot use any single K-12 school or a university as your target population) here: • Write a piece of factual information that could be gathered through your survey here: 				
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<ul style="list-style-type: none"> • Write a piece of attitudinal information that could be gathered through your survey here: • Describe a specific policy the player might develop from the information gathered in your survey here: Exercise 4.2: Choosing a Sample and Method of Contact <p>A. Indicate and discuss which of the three methods of contact from the <i>Maxwell Manual</i> you will use to contact your sample.</p> <ul style="list-style-type: none"> • State the method using the terms in the <i>Maxwell Manual</i>: • Justify why you have chosen to use this method here using information from the <i>Maxwell Manual</i>: <p>B. Identify one variable you will use to assess the degree to which your sample accurately reflects your target population.</p> <ul style="list-style-type: none"> • Identify the variable here: • Explain why the variable you have chosen matters, and why it is important that the distribution of the variable should be similar to the target population: <p>Exercise 4.3: Determining Sample Size</p>				
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<p>A. Clearly and concisely describe the exact procedures you will take to select the sample and contact method. Be detailed, and list each step needed. Be realistic.</p> <ul style="list-style-type: none"> • List the steps you will follow here: <p>A. Complete the following steps to determine your sample size.</p> <ul style="list-style-type: none"> • Restate your target population and its size here: • Indicate the size of the sample you plan to analyze here: • Indicate the approximate percentage this represents of the target population here: <p>A. Complete the following steps to determine your response rate and required number of contacts.</p> <ul style="list-style-type: none"> • Estimate the <u>exact</u> response rate you expect for your survey here: • Justify why you chose this exact rate here: • Using the formula from the <i>Maxwell Manual</i>, show the calculations that you used to find how many people you will have to contact here: • Write how many people you will have to contact in order to obtain your desired number of responses here: <p>Exercise 4.4: Creating the Questions</p> <p>Provide examples of two closed-choice questions for your survey. All response categories must be shown. Follow the format in the <i>Maxwell Manual</i>.</p>				
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<ul style="list-style-type: none"> • Write the question that will gather factual information here: • Write the question that will gather attitudinal information here: <p>Exercise 4.5: Examining News Media Treatment of Surveys</p> <p>Using the ProQuest database through the Syracuse University Libraries Website (http://library.syr.edu), locate a newspaper article from the last six months that presents survey results and was conducted on ANY subject in any category, not necessarily the one studied in this module. The article must be on a target population in the U.S. Attach a copy of the entire article directly behind the page on which this exercise appears. Highlight the quote.</p> <ul style="list-style-type: none"> • Quote at least one partial or full sentence from the article here: • Evaluate, in no more than three sentences, how thoroughly the article describes the information required by the questions posed under “Examining News Media Treatment of Surveys” on page 54 of the <i>Maxwell Manual</i> here: <p>Exercise 4.6: References</p> <ul style="list-style-type: none"> • Prepare a list of references that includes all sources for this module. • Follow APA style. • Include all sources used in the exercises. • Reminder to use only articles dated back no more than 6 months ago, unless otherwise stated in the exercise directions. • Start References on the next line or on the next page: 				
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OBJECTIVES	ACTIVITIES & EXPERIENCES	EVALUATION	NJSLS	TIME
<p>III. Final Project</p>	<p>*Final project brings together all aspects of the course. The project focuses on a specific societal problem. The project is assessed by PVRHSD teachers and sent to Syracuse University for their assessment as well.</p> <p>Cost and Benefits</p> <p>Since your interviews and readings, you should have a good understanding of what your specific societal problem is. Now, you must commit it to writing. What is the societal problem?</p> <p>Summarize your interview: who did you speak with, what did they say to help define your societal problem?</p>	<p>Methods of Assessment Student Assessment Homework F Class discussion F Group projects and reports F Alternate assessments F Research papers S Tests and quizzes S Document-based essays and free-response essays S Class participation F Debates/Socratic Seminars F Project Based Assessments S</p> <p>Project – Sent to Syracuse University</p>	<p>6.3.12.CivicsPD.1 6.3.12.HistoryCA.2 ELA NJSLSA.R1 NJSLSA.R2 NJSLSA.R6. NJSLSA.R7 NJSLSA.R9 NJSLSA.R10 NJSLSA.W1 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9</p> <p>Mathematics MP.2 MP.3 MP.6</p> <p>Science HS-LS2-6 HS-LS2-7 HS-ESS3-1</p>	<p>6 WEEKS</p>

	<p>You have looked at an alternative policy. Now, you need to define what you propose to be your public policy. What are the costs and benefits? Make a chart showing what the costs (tangible) and benefits (tangible: like \$ and intangible: like safety, emotional well being, comfort)</p> <p>There will be one more interview. This one is to someone who you can present your idea and get feedback on what you need to improve to make it a public policy that can be the solution to your societal problem.</p>	<p>Public Policy Final Project:</p> <p>Each step has a point total. Missing deadlines, incomplete or non-accepted work will reflect in your final evaluation. Dates are negotiable</p> <p>Public Policy statement: Identifying your societal problem. Articles with data, defining the SP, what you have learned, people you wish to help frame your SP.</p> <p>Research of articles, schools, places where your societal problem exists and what they have offered as an alternative public policy. Included in this are statistics that</p>	<p>Art 1.2.12acc.Re7a 1.2.12acc.Re8a 1.5.12prof.Re7a 1.5.12acc.Re7b 1.5.12acc.Re8a 1.5.12prof.Cn11a</p> <p>Technology and 21st Century Themes & Skills 9.4.12.IML.2 9.4.12.IML.8:</p> <p>Computer Science 8.1.12.DA.5</p>	
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		<p>support your public policy. Though these articles and examples may not be exactly your public policy, the societal problem is similar. The statistics are very important.</p> <p>List of people who will be interviewed to gain both knowledge of public policy and to determine what you can do. These questions need to be written and reviewed by me then you are to set up the interview and report what you learned. Ideally, you should record your interviews for parts of the interviews will be used in your media presentation. All e-mails sent to your players are</p>		
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		<p>first reviewed by me.</p> <p>Further research on gaining statistics and information that will be used to support your public policy. Surveys are especially helpful. Using your players, decide what is their power and influence. This is known as the Prince System and I will explain this more when the time approached. Also what are the costs and benefits of your program. This includes actual budget and then benefits. Ideally, your benefits out weight your costs. Actual draft of your public policy.</p> <p>A video plan that presents your</p>		
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		<p>societal problem/statistics/ cost and benefit proposal/all data/interviews: though this video is basically a rough draft (video is defined as multi media approach) this is eventually what your final proposal will look like. We will discuss your outline and plans and then you can move forward.</p> <p>What is the feasibility that the policy will be adopted?</p> <p>This will give us a good barometer of exactly where you are and what still needs to be done: more interviews, more statistics, more surveys: then your plan is ready for public policy.</p>		
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		<p>Video is close to completion. You have interviewed all people who are involved as players in your policy. We have discussed the final points of your presentation.</p> <p>Final presentations made to class prior to making presentations to players. This is the week prior to Memorial Day.</p> <p>Final 300-500-word memo is due on Public Policy. This is what is sent to Syracuse and your presentation and memo determine your project grade. This memo may come to me at any time, but this is the drop-dead date.</p>		
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		<p>Once your memo is approved and handed in, the course is completed.</p>		
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<p>Interdisciplinary Connections</p>	<p><u>Connections to NJSL – English Language Arts:</u> WHST.9-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes WHST.9-12.9: Draw evidence from informational texts to support analysis, reflection, and research RST.11-12.1: Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p><u>Connections to NJSL – Mathematics</u> MP.4: Model with mathematics. NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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Career Readiness, Life Literacies, and Key Skills	<ul style="list-style-type: none">● 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.● 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.● 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.● 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)● 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.● 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).● 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).● 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
Computer Science and Design Thinking	<ul style="list-style-type: none">● 8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.● 8.2.12.ETW.3: Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.● 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.● 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

	<ul style="list-style-type: none"> ● 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. ● 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
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List of Accommodations and Modifications

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Special Education Accommodations/Modifications (I.E.P. Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near the door
	Seat student near high performing student for informal partner pairs
	Seat student near positive role model
	Seat student away from disruptive/distracting student(s)
	Set a designated study space in the room
Instructional Activities	Provide guided notes and/or copies of notes
	Provide students with summaries if applicable
	Repeat and clarify directions if needed to ensure comprehension
	Allow students to choose partners or work independently when needed
	Provide extended time for curricular assignments as needed or specified in the IEP. Offer after-school or common time support

<p>Independent Practice & Assignments</p>	<p>Allow extra time to complete tasks without penalty</p> <p>Reduce reading/math/writing level of assignments</p> <p>Require fewer correct responses to achieve grade</p> <p>Allow computer printed/electronic assignments</p> <p>Simplify complex written directions</p> <p>Do not penalize for handwriting/spelling</p> <p>Allow flexible grading on scoring rubric</p>
<p>Assessments</p>	<p>Include word banks if helpful</p> <p>Bold highlight or underline instructions</p> <p>Reduce wording and/or organize directions (into checklists, e.g.) to simplify or make expectations more manageable.</p> <p>Reduce quantity of sections on an assessment</p> <p>Shorten wording of questions</p> <p>Allow use of notes or formula pages on assessments</p> <p>Revise wording or vocabulary choice to enhance comprehension</p> <p>Reduce length of written assignments if needed</p> <p>Reduce number of calculation questions required</p> <p>Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment.</p> <p>Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.</p> <p>Make assessments visually appealing by reducing clutter and providing cues: for example, increase spacing, revise font, add or reduce lines, include boxes for responses, reduce the number of questions per page, highlight, bold or underline key words.</p>

	Allow for extra time when needed. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow open book/notes for exams
	Give frequent short quizzes instead of lengthy exams
	Give exams/test items orally
	Give students their own copy of assessments that they can write on
	Allow extra time for assessments (specific to I.E.P.)
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Allow student to assess on paper if regularly schedule for computer-based testing
Organizational Skills	Provide a table of contents for notebook/binder; conduct a weekly clean-up
	Help the student create "to do" lists
	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self-advocacy strategies
	Allow legitimate movement-in/out of room/short breaks
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	504 Plan Accommodations/Modifications (504 Specific)
Physical Arrangement of Room	Allow for preferential seating
	Seat student near the teacher/presentation
	Seat student near high performing student for informal partner pairs
Instructional Activities	Provide guided notes and/or copies of notes
	Provide student with summaries, if applicable
Independent Practice & Assignments	Provide extended time for curricular assignments as needed or specified in the 504 Plan. Offer after- school or common time support.
	Reduce homework/classwork, when appropriate
Assessments	Allow use of notes or formula pages on assessments.
	Allow for extra time when needed or specified in the 504 Plan. Offer options for completion during common time or after school.
	Offer re-test or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.
	Allow flexible schedule of assessment
	Allow flexible setting for assessment
	Provide a table of contents for notebook/binder
	Help the student create "to do" lists

Organizational Skills	Provide opportunity for student to organize homework binder
	Set a designated study time during class/stick to a routine
	Assist student with maintaining a master calendar in the agenda book
Behavioral	Use self-monitoring/self advocacy strategies
	Allow legitimate movement-in/out of room break, if needed
	Implement periodic/weekly behavior communication tools

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	At Risk Accommodations/Modifications
Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings
	Use mental models to building understanding through familiar contexts
	Provide oral & written instructions
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding.
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation
	Model through processes during assignments and elicit student-generated thoughts to determine gaps in understanding
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas
	Provide guiding questions to complete during the activity
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage.

i v i t i e s	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization.
	Use multiple intelligences or the student's learning style to facilitate effective learning when a student is having difficulty grasping concepts
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information
	Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners
	Utilize hands-on activities, movement or rhythmic experiences to engage tactile/kinesthetic learners.
Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment
	Highlight distinctive features/key concepts
	Provide choice of projects depending on the student's interests or strengths
	Provide peer assistance/study groups
A s s e s s m e n t s	Provide study guides and support outside of class time to review before assessments (common time or after school)
	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments
	Revise wording or vocabulary choice to enhance comprehension
Reduce length of written assignments if needed	
Reduce number of calculation questions required	

	<p>Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment</p> <p>Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment.</p> <p>Allow for partial credit when appropriate</p> <p>Provide choices of questions or choices of projects depending on the student's strengths</p> <p>Allow for alternative assessments to show comprehension of the content such as a project or other means</p> <p>Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary</p> <p>Allow for extra time, when needed. Offer options for completion during common time or after school</p> <p>Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop.</p>
Organizational Skills	<p>Provide general assistance with organizational skills</p> <p>Utilize homework assignment notebook/planner/agenda</p> <p>Provide written intermediate timelines for long assignments</p> <p>Have student monitor grade average</p>
Behavioral	<p>Keep rules simple and clear</p> <p>Implement a behavior management system</p>

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Multilingual Learners Accommodations/Modifications

I n s t r u c t i o n a l A c t i v i t i e s	Instructional Activities	Provide a variety of concrete examples from familiar contexts
	Build background knowledge of content and vocabulary from familiar contexts prior to readings	
	Provide oral & written instructions	
	Incorporate multimedia/audio visual representation (YouTube, Discovery Education, TV Show parodies, etc.) to build understanding in native language.	
	Use graphic organizers to guide notes, brainstorming, pre-writing, project planning, and test preparation	
	Highlight, bold, or underline main ideas in readings and in directions for writing assignments in the curricular areas	
	Provide guiding questions to complete during the activity	
	Provide chunking of instructional notes and activities to allow for formative assessment (checks for understanding) before moving on to the next stage	
	Choose cooperative learning groups to ensure effective work, maximize productivity and support socialization- Language teams	
	Provide demonstrations, utilize pictures, or graphic to assist visual learners to support written text information	
Include oral discussions, oral presentations, group collaboration, or other oral delivery methods to support auditory learners - Conversely apply visual representations to ensure understandings		
I n d e p e n d e n t P r a c t i c e & A s s i g n m e n t s	Independent Practice & Assignments	Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments
	Provide a clear, concise version of a scoring rubric prior to the assignment or assessment	
	Highlight distinctive features/key concepts	
	Provide choice of projects depending on the student's interests or strengths	
	Provide peer assistance/study groups/MI support	

Assessments	Provide extra time for review prior to an assessment
	Review, repeat, and clarify directions
	Include word banks if helpful
	Chunk sections of assessment
	Shorten wording of questions
	Allow use of notes or formula pages on assessments in native language
	Revise wording or vocabulary choice to enhance comprehension
	Reduce length of written assignments if needed
	Reduce the number of questions on an assessment, answer choices in a multiple-choice test, or parts of a writing assignment
	Grade projects based on content, not creativity. Or Creativity rather than content ... depending on the assignment
	Allow for partial credit when appropriate
	Allow for alternative assessments to show comprehension of the content such as a project or other means
	Allow use of familiar contexts to demonstrate understanding of key concepts when use of text evidence is not necessary
Allow for extra time, when needed. Offer options for completion during common time or after school	
Offer retest or re-do for assignments or assessments where effort was made but comprehension and skills need more time or opportunity to develop	
Organizational Skills	Provide general assistance with organizational skills
	Utilize homework assignment notebook/planner/agenda
	Provide written intermediate timelines for long assignments
	Have student monitor grade average
Behavioral	Keep rules simple and clear

Pascack Valley Regional High School District	
Social Studies/Business Accommodations/Modifications	
Category	Gifted and Talented Accommodations/Modifications
Instructional Activities	Provide supplementary or lengthier readings
	Provide enrichment activities
Independent Practice & Assignments	Use inquiry-based practices and allow student opportunities to conduct additional research
	Provide supplementary or lengthier readings with higher-level questions
	Provide assignment choices that require more detail and deeper understanding
Assessments	Provide additional questions that prompt extensions of understanding
	Require research for projects; in a specified format
	Provide assessment choices that require more detail and deeper understanding

Career Options for Jobs that Involve Social Studies

Social studies focus on society, and social studies professionals may concentrate on understanding how people are shaped and influenced by peer groups, their culture, or other societal factors. While some social studies professionals primarily conduct research to determine how people are affected by social variables, others may focus on how these social variables can be used to predict people's behavior. A handful of these social studies career options are profiled below:

Career Information for Jobs that Involve Social Studies

Sociologists

Sociologists are professionals with a master's or doctoral degree in their field. They focus on understanding social groupings and behavior, and may be involved in research or make recommendations about how to address specific issues in society. Since their work focuses on understanding how society can influence behavior, they work within the field of social studies.

Historians

Historians research the past and educate people about historic events, artifacts or developments. Their work focuses on civilizations and incidents involving people in the past, which is why it falls within the social studies field. They might use the data from their research to form conclusions about why a society relocated or how cultural beliefs in a particular group evolved. They may need a doctoral degree, although it is possible to enter this field with a master's degree in history.

Postsecondary Teachers

Postsecondary teachers instruct college and university students in a specific subject they've specialized in. They typically need a doctoral degree, although entry-level positions may be obtained with a master's degree in some cases. Postsecondary teachers who instruct students in subjects such as criminology or history spend their career focused on social studies. As part of their work, postsecondary teachers usually also participate in research related to their specialty.

Anthropologists and Archeologists

Anthropologists and archeologists must have a master's or doctoral degree to work in their field. While archeologists may be involved in recovering historic artifacts from dig sites around the world, anthropologists focus on how humans have developed over time. Archeologists and anthropologists help discover evidence that relates to how cultures have evolved, how significant events have impacted people's behavior, and how social constructs, such as politics, have developed. Since they focus on issues related to society and behavior, they work within the field of social studies.

Political Scientists

Political scientists focus on the history and development of political systems. They may research political ideologies or study how political trends have evolved over time. They are social science professionals because understanding how politics shape society and impact individual and group behavior is part of what political scientists focus on. They are professionals with master's or doctoral degrees who perform research, analyze the information gained from their research, and use that data to develop predictions about the effects of political policies or structures.

Market Research Analysts

With a bachelor's degree, it's possible to become a market research analyst. Market research analysts examine consumer demographics, along with data collected from opinion polls and surveys, and then use what they learn to make recommendations about actions companies should or should not take. For example, they may recommend that a new product be developed and provide pertinent information about the customers they expect would be interested in that product. Market research analysts are professionals who focus on understanding what influences the purchasing decisions people make and the economic variables that should be considered when making business decisions. Since they focus on determining financial and societal factors that can affect consumer choices, their work involves the use of social studies.