

Government and Public Administration

Career Field Technical Content Standards Document

with
Academic Content Standards in
English Language Arts, Mathematics, Science and Social Studies

2006

 **Ohio** | Board of Regents
Department of Education

Table of Contents

Program Description

• Foreword.....	iii
• Acknowledgements.....	v
• Development of Government and Public Administration Career Field Standards	vii
• Futuring Panel.....	viii
• Government Review Panel	ix
• Educator Review Panel.....	x
• Academic Alignment Panel	xi
• Philosophy and Principles for Implementation.....	xiii
• Ohio Career Field Initiative	xiii
• Ohio Career Field Technical Content Standards.....	xiv
• Career Pathways	xv
• Structure and Format.....	xvi
• Definitions and Codes.....	xvii
• Sample Competency	xviii
• Government and Public Administration Definition	xix

Government and Public Administration Units	xx
---	-----------

Government and Public Administration Competency Chart	xxi
--	------------

Government and Public Administration Career Field Standards

• GOVERNMENT AND PUBLIC ADMINISTRATION CORE BODY OF KNOWLEDGE .	1
• Career Exploration and Development.....	2
• Fundamentals of Government.....	5
• Communications	13
• Problem Solving and Critical Thinking	21
• Leadership and Teamwork.....	25
• Legal and Ethical Aspects.....	28
• Information Technology Applications	31
• GOVERNMENT AND PUBLIC ADMINISTRATION PATHWAY	34
• Governance	35
• Public Management and Administration.....	40
• Revenue and Taxation.....	46
• Regulation.....	52
• Homeland Security	57
• Foreign Service	66
• Environmental Policy and Resource Management	68

FOREWORD

The *Government and Public Administration Career Field Technical Content Standards* contain the curricular framework for career-technical education programs in government and public administration. This document reflects the career field framework outlined in Ohio Administrative Code 3301-61-03 (Criteria for Secondary Workforce Development Programs).

This document represents a collaborative effort of the following professional partners: the Ohio Department of Education's Office of Career-Technical and Adult Education; the College Tech Prep Curriculum Service Center at the University of Toledo; and the Ohio Resource Center for Mathematics, Science and Reading at The Ohio State University. Secondary and postsecondary educators, along with government professionals, also participated in the development of the technical content standards.

The *Government and Public Administration Career Field Technical Content Standards* combine government standards (reflecting English language arts, mathematics, science, social studies, and technology), academic content standards (English language arts, mathematics, science and social studies) and the business process framework to develop technical literacy in government and public administration. The government and public administration career field includes occupations that focus on governance, public administration, revenue and taxation, regulations, homeland security, environmental policy and resource management technologies. The government and public administration career field is comprised of a single pathway leading to technically-based careers.

This document delineates competencies that outline the knowledge and skills needed for career success in government and public administration. It includes a) core competencies that span the government and public administration career field addressing critical workplace skills, including technical skills, government processes, problem solving and critical thinking, and leadership and teamwork skills; and b) a pathway that describes specific occupational knowledge and skills.

In addition, benchmarks from the Ohio *English Language Arts Academic Content Standards*, the *Mathematics Academic Content Standards*, the *Science Academic Content Standards* and the *Social Studies Academic Content Standards* have been embedded, outlining the language arts, mathematics, science and social studies knowledge and skills associated with specific technical competencies.

The Government and Public Administration document seeks to provide the basis for educational programming that will foster the development of what Doug Bush, vice president and chief information officer, Intel Corporation, refers to as the "T-shaped" employee. The T-shaped employee combines broad knowledge, insight and understanding of business processes, academic attainment, and workplace readiness (the crossbar of the "T") with depth of knowledge and expertise in a career specialty (the post of the "T"). The T-shaped employee is needed to ensure that Ohio's government and public administration workforce of tomorrow is competitive in a global environment that requires specialized skills in a broader context aimed at the innovation of new products and services in an ever-changing economy.

This document forms the basis for developing an integrated delivery system that provides opportunities for new and challenging programs and courses. It is hoped that the document will enhance and expand career-technical education and postsecondary degree programs in government and public administration and related fields.

The document is available on the Internet by searching for “Government and Public Administration Career Field” at www.education.ohio.gov.

Kathy Shibley
Director
Office of Career-Technical and Adult Education
Ohio Department of Education

ACKNOWLEDGEMENTS

A number of individuals contributed their time and expertise to the development of this document. Special thanks go to all the government representatives and educators named in this document.

Further acknowledgement is due to:

- David Burns, Executive Director, Secondary Education and Workforce Development, Ohio Department of Education;
- Kathy Shibley, Director, Office of Career-Technical and Adult Education, Ohio Department of Education;
- Leslie Brady, Assistant Director, Office of Career-Technical and Adult Education, Ohio Department of Education; and
- Jane Ensign, Director, Office of Curriculum and Instruction, Ohio Department of Education.

Those listed above provided vision and implementation support for the *Government and Public Administration Career Field Technical Content Standards* and for Ohio's government and public administration educational programs.

Also, special thanks are due to the following professional partners of this project:

- James Piper, Director, College Tech Prep Curriculum Services, University of Toledo;
- Jane King, Consultant, Office of Career-Technical and Adult Education, Ohio Department of Education;
- Roxanna Foster, Web Developer, College Tech Prep Curriculum Services, University of Toledo;
- Pamela Smith, Assistant Project Coordinator, College Tech Prep Curriculum Services, University of Toledo;
- William Muthig, Social Studies Consultant, Curriculum and Assessment, Ohio Department of Education;
- Brinda Price, English Language Arts Consultant, Office of Curriculum and Instruction, Ohio Department of Education;
- Stan Santilli, Science Consultant, Office of Curriculum and Instruction, Ohio Department of Education;
- Margaret Kasten, Director, Ohio Resource Center for Mathematics, Science and Reading, The Ohio State University;
- David Majesky, Assistant Director, Ohio Resource Center for Mathematics, Science and Reading, The Ohio State University;
- Carol Brown Dodson, Resource Specialist, Ohio Resource Center for Mathematics, Science and Reading, The Ohio State University;
- Ellen Cahill, Social Studies Content Consultant, Ohio Resource Center for Mathematics, Science and Reading, The Ohio State University;
- Sheila Cantlebury, English Language Arts Content Specialist, Ohio Resource Center for Mathematics, Science and Reading, The Ohio State University;

- Jennifer Gonya, Science Content Consultant, Ohio Resource Center for Mathematics, Science and Reading, The Ohio State University; and
- Judy Spicer, Mathematics Content Specialist, Ohio Resource Center for Mathematics, Science and Reading, The Ohio State University.

The people listed above contributed significant research, subject matter, writing and facilitation expertise to the development of the *Government and Public Administration Career Field Technical Content Standards*.

Development of Government and Public Administration Career Field Technical Content Standards

The process for the development of the *Government and Public Administration Career Field Technical Content Standards* began in October 2005 with the convening of a futuring panel and culminated in June 2006 with the work of a panel of government representatives and educators focusing on academic correlation. Over the course of 2005-06, numerous government representatives as well as secondary and postsecondary educators from across the state of Ohio took part in the formal development process. The following summarizes the various stages of the development process.

Futuring Panel

October 25, 2005

The Government and Public Administration Futuring Panel brought together key government representatives from across the state to advise the Ohio Department of Education on future trends impacting the government and public administration career field and to suggest ways in which those trends could be incorporated into the *Government and Public Administration Career Field Technical Content Standards* document.

Government Review Panel

January 30, 2006

A diverse group of Ohio government representatives participated on this panel. Drawn from various sectors and regions of the state, the panel identified what government and public administration employees should know and be able to do in the government and public administration pathway. The panel built upon work outlined by the futuring panel, identifying essential and recommended knowledge and skills.

Educator Review Panel

March 20, 2006

This panel was composed of representatives from secondary and postsecondary institutions across Ohio. The panel determined when in the educational process (e.g., high school or college) competencies should be addressed and to what depth. In addition, the educator panel was asked to note questions they had on decisions made by the government review panel and formulate suggestions for additions, deletions and editorial changes to the draft document. As it turned out, the educators' input was very compatible with the government review, and very few issues were raised.

Stakeholder Review Panel

March and April 2006

Since there were very few issues raised by the educator panel, the stakeholder review was addressed electronically. The electronic review provided a forum to ensure that the final document facilitates the seamless education of students interested in pursuing a career in government and public administration.

Academic Alignment Panel

June 21-22, 2006

The academic review panel brought together government representatives, secondary and postsecondary technical educators, and academic educators to identify benchmarks from the *Ohio Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies* that are embedded within the technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

**Government and Public Administration
Futuring Panel
October 25, 2005**

Alisia Clark
Marketing Advisor
Secretary of State
Columbus, Ohio

Vera Kelley-Bury
Chief Deputy
Marion County
Marion, Ohio

Joe Ebel
Health Commissioner
Licking County Health Department
Newark, Ohio

Robert Kennedy
Chief
Ohio Department of Commerce
Bureau of Wage and Hour
Columbus, Ohio

Billie Fiore
Government Relations
Public Policy Advocates LLC
Columbus, Ohio

Joan Platz
Education Specialist
League of Women Voters
Columbus, Ohio

Art Flesch
Administrator
Division of Employee Development and Training
Ohio Department of Taxation
Columbus, Ohio

Dr. Janet Schilk
Director
Educational Reform
Ohio Department of Education
Columbus, Ohio

Cheri Hottinger
President
Licking County Chamber of Commerce
Newark, Ohio

George Victory
District Director
US Department of Labor
Wage and Hour Division
Columbus, Ohio

Government and Public Administration
Government Review Panel
January 30, 2006

John Alexander
City Administrator
City of Perrysburg
Perrysburg, Ohio

Robert Kennedy
Chief
Ohio Department of Commerce
Bureau of Wage and Hour
Columbus, Ohio

Barb Curtiss
Fairfield County Auditor
Lancaster, Ohio

Joan Platz
Education Specialist
League of Women Voters
Columbus, Ohio

Jennifer Elliss-Brunn
Human Resources Officer 2
Licking County Department of Job and Family Services
Newark, Ohio

Rich Rawlins
Deputy Director Operations
Ohio Homeland Security
Columbus, Ohio

Art Flesch
Administrator
Division of Employee Development and Training
Ohio Department of Taxation
Columbus, Ohio

George Victory
District Director
US Department of Labor
Wage and Hour Division
Columbus, Ohio

Fred Fowler
Supervisor
Delaware County Code Compliance
Delaware, Ohio

Warren Weber
Community Development Manager
Licking County Planning Commission
Newark, Ohio

Frank Hirsch
Health Commissioner
Fairfield Department of Health
Lancaster, Ohio

**Government and Public Administration
Educator Review Panel
March 20, 2006**

Dr. John Baker

Professor of Political Science
Wittenberg University
Springfield, Ohio

Dr. James Longhurst

Assistant Professor
Muskingum College
New Concord, Ohio

Dr. William Binning

Chair of Political Science
Youngstown State University
Youngstown, Ohio

Raymond McCandles

Professor of Political Science
Public Administration and Academic Technology
Services Director
University of Findlay
Findlay, Ohio

Tara Boyer

Literacy Curriculum Coach
Newark City Schools
Newark, Ohio

Paul Ramstetter

Career-Technical Manager
Cincinnati Public Schools
Aiken College and Career High School
Cincinnati, Ohio

Senator Grace Drake

Director
Ohio Center for the Advancement of Women in
Public Service
Cleveland State University
Cleveland, Ohio

Jay Ryu

Assistant Professor
Ohio University
Athens, Ohio

Karen Faulkner

Teacher
Cuyahoga Falls City Schools
Ravenna, Ohio

Margie Smith

Educator
Munroe Falls High School
Stow, Ohio

Mary Beth Freeman

Director
Instructional Development
Miami Valley Career Technology Center
Clayton, Ohio

Harry Snyder

Adult Workforce Development
Great Oaks/Live Oaks
Milford, Ohio

Douglas Jones

Professor
The Ohio State University
Columbus, Ohio

Eric Thomas

Principal
Cincinnati Public Schools
Aiken College and Career High School
Cincinnati, Ohio

**Government and Public Administration
Academic Alignment Panel
June 21-22, 2006**

Bill Alspach

Teacher
Madison Christian School
Groveport, Ohio

Debra Boroff

Science Instructor
Lorain County Schools (Professional leave)
Oberlin, Ohio

Shannon Coblentz

Humanities Department Chairperson
Columbus Alternative High School
Columbus, Ohio

Skip Dodson

Former Mayor (Moreland Hills, Ohio)
Reynoldsburg, Ohio

Karrie Foss

English Instructor
Pioneer Career and Technology Center
Shelby, Ohio

Melissa Greek

Social Studies Teacher
South-Western City Schools
Grove City, Ohio

Phil Hayes

Social Studies Teacher
Legacy Small School on the Brookhaven Campus
Columbus, Ohio

Connie Higgins

English Teacher
Northridge High School
Johnstown, Ohio

Sean Kohl

U.S. Government Teacher
Trec Digital Academy
Marion, Ohio

Ann Lane

Science Instructor
Eastland Career Center
Groveport, Ohio

Angel Lynskey

Social Studies Teacher
Central Crossing High School
Grove City, Ohio

Beth Brown Munger

English Instructor
Columbus State Community College
Columbus, Ohio

Jason Orcena

Director
Health Education and Community Partnerships
Union County Health Department
Marysville, Ohio

Richard Powell

Industrial Technologies Department Chairman
Northwest State Community College
Archbold, Ohio

James Redding

Department of Defense
Electromagnetic Spectrum Manager for Spectrum
Assurance (retired)
Fort Meade, Maryland

Richard Tracy

PAR (Peer Assistance and Review Program)
Consulting Teacher
Columbus Public Schools
Columbus, Ohio

Janice Hoffman

Administrator
Harte Crossroads Public Schools
Hilliard, Ohio

Pamela M. James

English Instructor
Pioneer Career and Technology Center
Shelby, Ohio

Susan Kawalec

English Instructor
Columbus State Community College
Columbus, Ohio

Kay Wise

Mathematics Instructor
Buckeye Career Center
New Philadelphia, Ohio

Bambi Wright

Library and Information Systems
The Main Place, Inc.
Newark, Ohio

Trudy Wright

Education Consultant, Retired
Heath, Ohio

Philosophy and Principles for Implementation

Ohio Career Field Initiative

The overarching framework for Ohio career-technical education is outlined in the Ohio Revised Code and subsequent administrative rules, which specify career-technical programming based on 16 career fields. To view the full text of Administrative Rule 3301-61-03 (Criteria for Secondary Workforce Development Programs), go to www.ode.state.oh.us and type “CTAE Administrative Rules” in the search engine. These fields provide the framework for an Ohio career field initiative that seeks to foster the educational shift needed to respond to the needs of a rapidly changing global environment.

A career field is a “grouping of occupations and broad industries based on commonalities” (see www.careercluster.org). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry and business sector. Ohio’s 16 career fields align with national efforts to broaden career-technical education, integrate career-technical with academic study and reflect the workforce needs of today and tomorrow. For today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that:

- **incorporates a broad, long-term conception of work in combination with the depth of specialization skills;**
Employees need a comprehensive understanding beyond a single occupational area. Occupationally focused programming needs to be provided in a larger context, so students can generalize learning, make connections between education and work, and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.
- **emphasizes the acquisition of strong academic knowledge and skills; and**
Academic skills provide the foundation for career success. The integration of academic content standards with career field technical content standards helps to contextualize learning for students, making English language arts, mathematics, science and social studies relevant to students as a means to an important end—success at work and in life.
- **facilitates high-school-to-postsecondary transitions.**
A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options, including apprenticeships, industry credentialing through adult education, two- and four-year college degree programs, and graduate school.

Ohio Career Field Technical Content Standards

Career field technical content standards outline the knowledge and skills needed for success within a career field, multiple pathways and, in some cases, areas of specialization. Validated by Ohio government and public administration representatives in conjunction with Ohio educators, these standards form the basis for developing educational programming in Ohio secondary and postsecondary schools. The standards also serve as the framework for developing strong career pathways that connect secondary, adult and postsecondary education systems with the workplace.

While mirroring the diverse nature of each career field, all career field technical content standards documents delineate competencies that outline the knowledge and skills that span the career field (core competencies), as well as those that relate to specific career field pathways (pathway competencies) and, in some cases, career field specialization (specialization competencies).

Additionally, academic benchmarks from Ohio's academic content standards for English language arts, mathematics, science and social studies are correlated with the career field technical content standards. The embedded benchmarks have been determined by government representatives and academic and technical educators from secondary and postsecondary institutions to be strongly related to specific knowledge and skills statements or competencies for the given career field.

Key features of Ohio Career Field Technical Content Standards include:

1. Broad as well as specialized technical competencies;
2. Embedded benchmarks for the English Language Arts, Mathematics, Science and Social Studies Academic Content Standards; and
3. Workplace readiness competencies (communications; safety, health and environment; problem solving and critical thinking; leadership, management and teamwork; information technology applications; ethics and legal responsibility; fundamentals of government; and career development and employability).

Career Pathways

A key component of the Ohio Career Field Initiative is a career pathway, which is a series of academic and technical career-focused course work and other learning experiences leading to a career specialty and employment in a career field. Pathways facilitate a seamless transition from high school to postsecondary education (including apprenticeships, adult education, two- and four-year colleges, and graduate school) and from postsecondary education to the workplace.

To effectively facilitate the transition from secondary to postsecondary education and a career, high school career pathways should encompass:

1. Challenging technical course work in a chosen career field based on career field technical content standards;
2. Rigorous academics that meet Ohio's academic content standards and grade-level expectations;
3. Electives that relate to career objectives;
4. Instructional enhancements such as experiential and authentic learning opportunities (e.g. work-based learning, mentorships, internships) and career-technical student organization participation;
5. Opportunities (when appropriate) for program and student certification and licensure;
6. Preparation for transition to further study that includes college readiness and opportunities to earn college credit while in high school;
7. Preparation for transition to employment with advancement opportunities; and
8. Performance targets that include high school academic and technical testing/exit and postsecondary entry/placement requirements.

For additional information on the Career Field Initiative, including Ohio Career Field Technical Content Standards and Career Pathways, visit www.ode.state.oh.us.

STRUCTURE AND FORMAT

The *Government and Public Administration Career Field Technical Content Standards* document is composed of a series of units, competencies and descriptors:

- *Units* are a grouping of competencies sharing a common subject or theme;
- *Competencies* are specific knowledge and skill statements that outline the knowledge and skills needed for career success; and
- *Descriptors* follow each competency and serve to define what is meant by the related competency.

Also included in the document are selected benchmarks from Ohio's *Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies*, which correlate with specific technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

Competencies that are common across the career field and/or are critical for success in the government and public administration career field are referred to as core competencies. These core competencies represent the sustaining characteristics of a career field and facilitate career readiness and long-term career success by:

- Providing the basis for effective collaboration, teamwork and communication across pathways;
- Laying the groundwork for successful transfer of knowledge and skills across pathways, thereby facilitating horizontal and vertical career success; and
- Equipping students and workers with the skills needed to transition to new and emerging careers throughout a working lifetime.

In the *Government and Public Administration* document, core competencies include those focusing on:

- Career exploration and development;
- Fundamentals of government;
- Communications;
- Problem solving and critical thinking;
- Leadership and teamwork;
- Legal and ethical aspects; and
- Information technology.

Pathway competencies are specific to one or several pathways within a larger career field. They differentiate the academic, technical and workplace knowledge and skills that are more specific than those that are relevant to the entire career field, yet they prepare students for multiple occupational specialties. The *Government and Public Administration Career Field Technical Content Standards* are built around a single pathway.

Core and pathway competencies form the basis for developing secondary and postsecondary programs, facilitating transition from one educational level to the next and to the workplace.

In the *Government and Public Administration Career Field Technical Content Standards*, government representatives have designated competencies as *essential* or *recommended* within the pathway. Educators have designated *when* (by the end of the 12th grade and/or associate degree or apprenticeship) and *to what depth* (introduced, reinforced, proficient) competencies should be addressed. Definitions used to make these designations appear on the following page, followed by a sample competency illustrating the layout of an actual competency.

DEFINITIONS AND CODES

Determined by Government Panel (Gov)

Essential (E) Competency:

E = Competency is needed to ensure minimal level of employability. Entry-level employees (defined as graduates of an associate degree program) should be able to perform this competency for career success.

Recommended (R) Competency:

R = Competency should be included but is not essential for minimal level of employability or is related only to a subspecialty within a pathway.

Determined by Educator Panel (EDU)

Grade Level:

12	=	by the end of grade 12
AD	=	by the end of the associate degree program

Depth:

I	=	Introduce competency
R	=	Reinforce, or add depth after introducing a competency, OR after proficiency
P	=	Proficient or achievement of the competency; ability to apply knowledge of and/or perform the competency

Determined by Academic Review Panel

Correlated English Language Arts Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for English Language Arts* that have been determined to be embedded in corresponding technical competency

Correlated Mathematics Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for Mathematics* that have been determined to be embedded in the corresponding technical competency

Correlated Science Academic Content Benchmarks

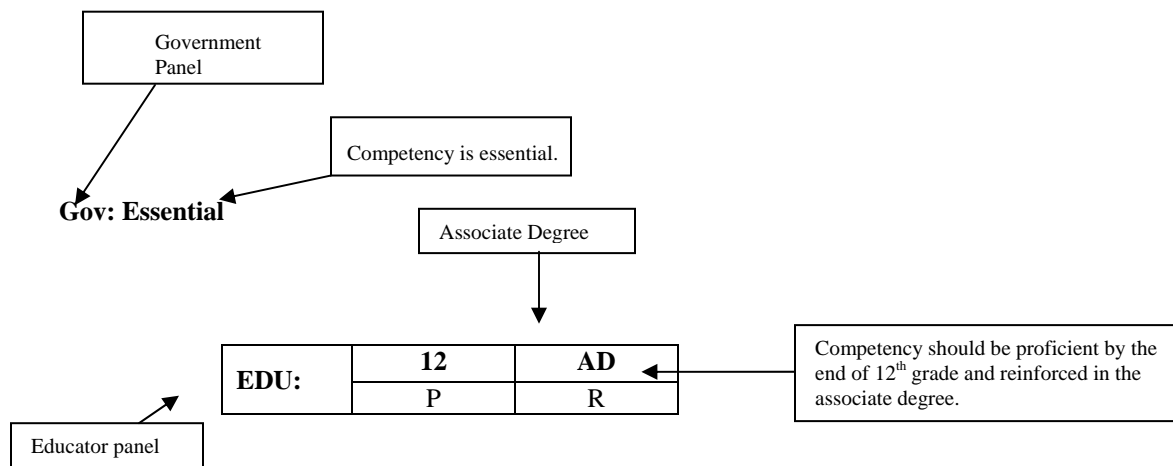
Benchmarks drawn from the *Ohio Academic Content Standards for Science* that have been determined to be embedded in the corresponding technical competency

Correlated Social Studies Academic Content Benchmarks

Benchmarks drawn from the *Ohio Academic Content Standards for Social Studies* that have been determined to be embedded in the corresponding technical competency

Sample Competency

Unit 3: Communications



Competency 3.5: Apply active listening skills to obtain and clarify information provided in oral communications

Descriptors:

- 3.5.1 Identify and apply active listening techniques one-to-one and in team or group meetings.
- 3.5.2 Interpret verbal cues and behaviors to enhance communication.
- 3.5.3 Interpret nonverbal cues and behaviors to enhance communication.
- 3.5.4 Paraphrase and repeat information to confirm understanding.
- 3.5.5 Record and summarize information in written notes.
- 3.5.6 Ask questions to seek or confirm understanding.

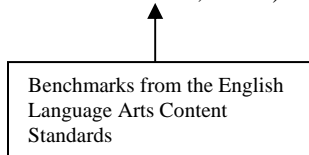
Unit number

Competency number

Descriptor number

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)



Government and Public Administration Definition

The definition below is modified from the “*State’s Career Clusters*” State Directors, National Association of State Directors of Career Technical Education Consortium.

In a democratic society such as that in the United States, government is a legal system of expressing the public will. The federal government role is to defend the country from foreign aggression; represent American interest abroad; deliberate, pass and enforce laws; and administer many different programs. State and local governments pass laws or ordinances and provide vital services to constituents. All of this encompasses a variety of activities. In fact, virtually every occupation can be found within government. Hence, the Government and Public Administration Career Field focuses on those careers that are inherent to government, as well as other career fields that are utilized in a government and public administration context.

Government and Public Administration Units

Page	Unit #	Unit
2	1	Career Exploration and Development
5	2	Fundamentals of Government
13	3	Communications
21	4	Problem Solving and Critical Thinking
25	5	Leadership and Teamwork
28	6	Legal and Ethical Aspects
31	7	Information Technology Applications
35	8	Governance
40	9	Public Management and Administration
46	10	Revenue and Taxation
52	11	Regulation
57	12	Homeland Security
66	13	Foreign Service
68	14	Environmental Policy and Resource Management

Government and Public Administration Competency Chart

At the end of the secondary program (12) and associate degree (AD), each competency is coded:
I = Introductory; P = Proficient; R = Reinforce. In addition, government and public administration panels (GOV) validated each competency: GOV: E = Essential; R = Recommended

Competency		12	AD	GOV
Unit 1: Career Exploration and Development				
1.1	Explore careers in government and public administration.	P	R	E
1.2	Explore professional development and career advancement opportunities for a government and public administration professional.	P	R	E
1.3	Demonstrate positive work behaviors and personal qualities.	P	R	E
1.4	Develop career goals and the objectives to meet those career goals.	P	R	E
Unit 2: Fundamentals of Government				
2.1	Explain the jurisdictions of the federal, state and local government and public administration agencies.	P	R	E
2.2	Explain the role and function of the respective organizational members.	P	R	E
2.3	Explain the federal, state and local laws, codes, constitutions, regulations and sanctions that impact a specific government and public administration agency.	I	P	E
2.4	Explain the political culture of government and public administration.	I	P	E
2.5	Develop an administration process model to illustrate how services flow through a government or public administration agency.	I	P	E
2.6	Explain how strategic planning is used to accomplish organizational goals and objectives.	I	P	E
2.7	Explain the role of risk management in reducing risks and improving performance.		I	R
2.8	Explain the impact of economic, social and technological changes on government and public administration.	I	R	R
2.9	Explain how budgeting and accounting are used to accomplish organizational goals and objectives.	I	P	E
2.10	Explain revenue generation and disbursement policies and procedures.	P	R	R
2.11	Define and explain the major measures used by government and public administration to manage and improve quality assurance.		I	R
2.12	Explain how government and public administration manage relationships with clients, constituents and end users.	I	P	E
Unit 3: Communications				
3.1	Utilize strategies to locate and interpret agency data, information and analysis.	P	R	E
3.2	Write and utilize coherent and focused technical communications that support a defined perspective.	P	R	E
3.3	Deliver formal and informal presentations that demonstrate organization and delivery skill.	P	R	E
3.4	Listen and speak effectively to contribute to group discussions and meetings.	P	R	E
3.5	Apply active listening skills to obtain and clarify information provided in oral communications.	P	R	E

Competency		12	AD	GOV
3.6	Utilize written documents to direct government and public administration operations.	I	P	E
3.7	Assess the communication strategies government and public administration officials employ with the media.	I	P	R
3.8	Demonstrate grant-writing skills.		I	R
3.9	Assess communication strategies for working with all external groups (e.g., special interests, stakeholders).	I	P	E
Unit 4: Problem Solving and Critical Thinking				
4.1	Employ critical thinking and problem solving skills independently or in teams to formulate solutions to problems.	I	P	E
4.2	Apply problem solving and critical thinking techniques to the conflict between available resources, requirements of the project and timelines.	I	P	R
4.3	Combine critical thinking and team-building skills to solve problems.	I	P	E
4.4	Evaluate and adjust plans and schedules to respond to unexpected events and conditions.		I	R
Unit 5: Leadership and Teamwork				
5.1	Summarize the interpersonal skills that contribute to positive leadership and teamwork.	I	P	E
5.2	Demonstrate the ability to work on a team and recognize the importance of teamwork and its impact on government and public administration.	I	P	E
5.3	Use coalition and relationship building techniques to enhance performance.		I	R
5.4	Examine the different responses to conflict as they relate to results.	I	P	E
5.5	Utilize mediation skills to resolve conflicts and maintain a smooth workflow.	P	R	R
Unit 6: Legal and Ethical Aspects				
6.1	Differentiate legal and ethical issues.	P	R	E
6.2	Perform duties according to laws, regulations and contract provisions.	I	P	E
6.3	Complete work-related duties within an ethical framework.	I	P	E
6.4	Assess the implications of ethical and unethical behavior.	I	P	E
6.5	Explain employee and employer liability.	I	P	E
Unit 7: Information Technology Applications				
7.1	Use computer-based technology.	P	R	E
7.2	Employ information technology applications.	P	R	E
7.3	Employ secure technology applications to analyze data and process statistics.	I	P	E
7.4	Adhere to ethical practices regarding data or information output.	I	P	E
Unit 8: Governance				
8.1	Examine the roles and functions of elected officials who govern and legislate.	P	R	E
8.2	Explain the election process that places individuals in elected positions.	P	R	E
8.3	Access factual information that is critical to matters of public policy.	I	P	E
8.4	Demonstrate debate and negotiation skills.	I	P	E
8.5	Demonstrate a command of the governmental role in a democratic system.	P	R	E
8.6	Explain the local, state and federal legislative processes.	P	R	E
Unit 9: Public Management and Administration				
9.1	Examine public management and administrative functions.	I	P	E

Competency		12	AD	GOV
9.2	Develop strategies to achieve goals and objectives.	I	P	E
9.3	Develop personnel recruitment and retention strategies.	I	P	E
9.4	Manage human resources in public organizations.	I	P	E
9.5	Demonstrate management skills and responsibilities.		P	E
9.6	Demonstrate process and policy initiatives management skills.		P	E
9.7	Employ generally accepted government accounting principles.	I	P	E
9.8	Explain the use of a budget in making political, project and program decisions.	I	P	E
9.9	Describe practical management skills.		P	E
Unit 10: Revenue and Taxation				
10.1	Examine the concept of taxation in a democratic society.	P	R	E
10.2	Describe federal, state and local taxation.	I	P	E
10.3	Analyze the federal, state and local roles in taxation.	I	P	E
10.4	Explain property taxation.		P	E
10.5	Explore the legal avenues used to pursue non-compliance with the tax codes.		P	E
10.6	Examine the non-tax revenue sources for federal, state and local governments.		P	E
10.7	Analyze the federal, state and local roles in non-tax revenue collection (e.g., fees, fines, sales).		P	E
10.8	Assess the skills and knowledge necessary to process and distribute taxes.	I		R
Unit 11: Regulation				
11.1	Explore the primary regulatory services (e.g., Environmental Protection Agency [EPA], Occupational Safety and Health Organization [OSHA], Public Utilities Commission of Ohio [PUCO], Wage and Hour) provided by government and public administration.	P	R	E
11.2	Acquire, analyze and disseminate information to facilitate clear and positive communication with regulated entities.		P	E
11.3	Explain the enforcement authority of regulatory agencies.	I	P	E
11.4	Explain the investigative role of regulatory agencies.		P	E
11.5	Analyze the role of policy development in relation to legislation.	I	R	R
11.6	Assess positive citizen relations.	I	P	E
11.7	Interpret laws specific to an agency, and follow agency procedures to examine evidence and accomplish compliance.		P	E
11.8	Discuss the impact of unfunded mandates on government operations.	I	P	E
Unit 12: Homeland Security				
12.1	Analyze critical infrastructure protection activities.	I	P	E
12.2	Examine the state, local and national agencies responsible for homeland security.	I	P	E
12.3	Explain emergency management and response strategies.	I	P	E
12.4	Examine detection and surveillance technology.		P	E
12.5	Explain threat analysis and vulnerability assessment.		I	R
12.6	Analyze the impact of intelligence on threat analysis.		I	R
12.7	Analyze cyber-security in relation to national security.	I	P	E
12.8	Describe international border protection activities.	I	P	E
12.9	Analyze the transportation protection systems.	I	P	E
12.10	Examine agro-security in relation to national security.		P	E

Competency		12	AD	GOV
12.11	Analyze potential threats to the nation's energy, water supply and communication networks.		P	E
12.12	Analyze potential chemical, biological and nuclear threats to homeland security.		P	E
12.13	Explain the role of the armed services in homeland security.	I	P	E
Unit 13: Foreign Service				
13.1	Analyze the infrastructure of the United States Department of State and other foreign service agencies.		I	R
13.2	Analyze diplomatic and economic development relations with other countries and international institutions.		I	R
Unit 14: Environmental Policy and Resource Management				
14.1	Identify federal, state and local agencies related to environmental policies.	I	P	E
14.2	Analyze urban planning, zoning and land use management.	I	P	E

**GOVERNMENT AND PUBLIC ADMINISTRATION
CORE BODY OF KNOWLEDGE**

UNITS 1-7

Unit 1: Career Exploration and Development

Gov: Essential

EDU:	12	AD
	P	R

Competency 1.1: Explore careers in government and public administration.

Descriptors:

- 1.1.1 Identify current and future career options for a person interested in government and public administration.
- 1.1.2 Describe the historical evolution of the various careers in government and public administration.
- 1.1.3 Experience specific personal government and public administration interests (e.g., shadowing, professional readings, community service, internship).
- 1.1.4 Analyze the interrelationships among the political officials and public administration agencies.
- 1.1.5 Identify the education needed for a career in government and public administration.
- 1.1.6 Identify the personal compensation and opportunities involved with government employment.
- 1.1.7 Describe the ways of gaining entry and access to the career tracks.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

Gov: Essential

EDU:	12	AD
	P	R

Competency 1.2: Explore professional development and career advancement opportunities for a government and public administration professional.

Descriptors:

- 1.2.1 Identify career advancement and enhancement opportunities in government and public administration (i.e., internally and externally).
- 1.2.2 Describe the importance of political organizations and professional relationships with government and public administration professionals.
- 1.2.3 Remain current on changes in government and public administration professions.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

Gov: Essential

EDU:	12	AD
	P	R

Competency 1.3: Demonstrate positive work behaviors and personal qualities.

Descriptors:

- 1.3.1 Conform to agency and departmental policies (e.g., attendance, punctuality, time management).
- 1.3.2 Demonstrate professionalism, self-discipline, positive attitude and integrity.
- 1.3.3 Demonstrate flexibility and willingness to learn.
- 1.3.4 Exhibit commitment to the organization.
- 1.3.5 Explain how individuals impact public perception of government and public administration.
- 1.3.6 Discuss the importance of having all employees understand the core business processes of government and public administration agencies.
- 1.3.7 Describe positive work behaviors in a political environment.

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions. (Social Studies Skills and Methods D, 11-12)*

Gov: Essential

EDU:	12	AD
	P	R

Competency 1.4: Develop career goals and the objectives to meet those career goals.

Descriptors:

- 1.4.1 Identify personal goals and objectives in concert with government and public administration goals.
- 1.4.2 Explain the impact an individual’s past and present behavior can have on a public sector career.
- 1.4.3 Develop a résumé, list of references and a portfolio.
- 1.4.4 Demonstrate the ability to seek and apply for employment.
- 1.4.5 Prepare and interview for employment.
- 1.4.6 Demonstrate the ability to evaluate and compare employment opportunities.

Correlated English Language Arts Academic Content Benchmarks

- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies. (Writing Applications C, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions. (Number, Number Sense and Operations G, 8-10)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

Unit 2: Fundamentals of Government

Gov: Essential

EDU:	12	AD
	P	R

Competency 2.1: Explain the jurisdictions of the federal, state and local government and public administration agencies.

Descriptors:

- 2.1.1 Identify the primary government and public administration agencies at the federal, state and local level.
- 2.1.2 Describe and explain the missions and functions of the various government and public administration agencies.
- 2.1.3 Use organizational charts to describe agency operations.
- 2.1.4 Explain the major internal functions and structure of a specific agency.
- 2.1.5 Identify the critical customers and stakeholders for a specific organization.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)

Gov: Essential

EDU:	12	AD
	P	R

Competency 2.2: Explain the role and function of the respective organizational members.

Descriptors:

- 2.2.1 Identify the critical members of the primary government and public administration agencies.
- 2.2.2 Describe their roles and functions within the organization.
- 2.2.3 Explain the external and internal politics these members deal with within the respective organizations.

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 2.3: Explain the federal, state and local laws, codes, constitutions, regulations and sanctions that impact a specific government and public administration agency.

Descriptors:

- 2.3.1 Identify the federal, state and local laws, codes, constitutions, regulations and sanctions that guide the agency operations.
- 2.3.2 Apply pertinent laws, codes, constitutions, regulations and sanctions in daily operations.
- 2.3.3 Describe strategies and procedures to revise ineffective laws, codes, constitutions, regulations and sanctions.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)

Gov: Essential

EDU:	12	AD
	I	P

Competency 2.4 Explain the political culture of government and public administration.

Descriptors:

- 2.4.1 Identify the stakeholders, individuals and groups who impact government and public administration officials.
- 2.4.2 Describe the tactics used by pressure groups (e.g., bargaining, social protest).
- 2.4.3 Explain the strategies used by government and public administration officials to deal with special interest groups.
- 2.4.4 Describe the impact special interest groups have on individuals within the government and public administration agencies.
- 2.4.5 Discuss the internal competition within an agency to promote agenda issues, attain financial resources and obtain power.
- 2.4.6 Compare and contrast the culture within government and public administration to the culture within business and industry.
- 2.4.7 Describe the required public accountability placed on the government employee.
- 2.4.8 Discuss formal and informal relationships between agencies and between stakeholders.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)*
- *Compile, organize and evaluate information, take notes and summarize findings. (Research B, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Analyze ways people achieve governmental change, including political action, social protest, and revolution. (Citizenship Rights and Responsibilities A, 9-10)*
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts. (People in Societies B, 11-12)*
- *Explain the role of diverse cultural institutions in shaping American society. (People in Societies C, 11-12)*
- *Analyze how citizens participate in the election process in the United States. (Government C, 11-12)*
- *Evaluate various means for citizens to take action on a particular issue. (Citizenship Rights and Responsibilities A, 11-12)*
- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*

Gov: Essential

EDU:	12	AD
	I	P

Competency 2.5: Develop an administration process model to illustrate how services flow through a government or public administration agency.

Descriptors:

- 2.5.1 Define discrete administration processes and the users.
- 2.5.2 Identify and explain the administration operations in a government or public administration agency.
- 2.5.3 Prepare a diagram, chart and/or model that illustrates the process mapping of a service through a government or public administration agency.
- 2.5.4 Identify resources and constraints.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly. (Writing Applications C, 11-12)*
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)*
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia. (Research E, 8-10; Research E, 11-12)*

Gov: Essential

EDU:	12	AD
	I	P

Competency 2.6: Explain how strategic planning is used to accomplish organizational goals and objectives.

Descriptors:

- 2.6.1 Explain how organizational goals and objectives are developed and used to allocate people and resources.
- 2.6.2 Identify reports used to track performance, and explain how they are used.
- 2.6.3 Describe how improvements are identified and modifications are implemented.
- 2.6.4 Explain how strategic plans are adapted to economic and political feasibility.

Correlated English Language Arts Academic Content Benchmarks

- *Analyze the features and structures of documents and critique them for their effectiveness.* (Reading Applications: Informational, Technical and Persuasive Text A, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Recommended

EDU:	12	AD
		I

Competency 2.7: Explain the role of risk management in reducing risks and improving performance.

Descriptors:

- 2.7.1 Explain the objectives of risk management programs.
- 2.7.2 Describe the major types of loss exposures for government and public administration, including property, revenue and personnel.
- 2.7.3 Describe the approaches for managing organizational risks.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

Gov: Recommended

EDU:	12	AD
	I	R

Competency 2.8: Explain the impact of economic, social and technological changes on government and public administration.

Descriptors:

- 2.8.1 Explain the impact of economic income growth and decline, consumer confidence, interest rates, labor, fuel, material costs, and unfunded mandates.
- 2.8.2 Explain the impact of social changes, including clientele attitudes and preferences, demographics and population shifts.
- 2.8.3 Explain the impact of technological changes, including communications and information technology.
- 2.8.4 Explain the major challenges surrounding the privatization of services.
- 2.8.5 Describe historical influences on government and public administration (e.g., labor movement, high-performance, quality).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the social, political and economic effects of industrialization.* (History B, 9-10)
- *Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.* (Geography B, 9-10)
- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 2.9: Explain how budgeting and accounting are used to accomplish organizational goals and objectives.

Descriptors:

- 2.9.1 Explain how budgets are used to prioritize services and allocate people and resources.
- 2.9.2 Identify financial reports used to track performance.
- 2.9.3 Describe the basic application of internal and external accounting.
- 2.9.4 Describe the essential nature of fiscal responsibility and value.
- 2.9.5 Describe service expenditures with direct and indirect costs.
- 2.9.6 Explain basic economic concepts (e.g., supply, demand, price, cost, value, cash flow, cost-benefit analysis).
- 2.9.7 Explain how budgets and accounting principles are adapted to address economic feasibility.

Correlated English Language Arts Academic Content Benchmarks

- *Use context clues and text structures to determine the meaning of new vocabulary.* (Acquisition of Vocabulary A, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

Gov: Recommended

EDU:	12	AD
	P	R

Competency 2.10: Explain revenue generation and disbursement policies and procedures.

Descriptors:

- 2.10.1 Explain the procedure for obtaining revenue for the federal, state or local budget.
- 2.10.2 Identify other potential revenue sources (e.g., fees for services).
- 2.10.3 Explain the general procedure for dispersing funds.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

Gov: Recommended

EDU:	12	AD
		I

Competency 2.11: Define and explain the major measures used by government and public administration to manage and improve quality assurance.

Descriptors:

- 2.11.1 Define and explain measures for financial performance (e.g. cost reduction, asset utilization).
- 2.11.2 Define and explain measures for citizen performance (e.g., output and outcome, citizen satisfaction, service growth).
- 2.11.3 Define and explain measures for service and internal operations performance (e.g., customer satisfaction, service quality, cycle time).
- 2.11.4 Define and explain measures for organizational compliance and health, safety and environmental performance (e.g., audit findings, lost time accidents).
- 2.11.5 Compare the best practices of various jurisdictions.
- 2.11.6 Describe how improvements are identified and modifications are implemented.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 2.12: Explain how government and public administration manage relationships with clients, constituents and end users.

Descriptors:

- 2.12.1 Conduct in-depth investigations to identify internal and external client needs.
- 2.12.2 Maintain a liaison with client contacts (e.g., community groups).
- 2.12.3 Maintain client satisfaction and address client problems and complaints efficiently.
- 2.12.4 Communicate with internal and/or external clients to ensure service meets customer requirements.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*
- *Use a variety of strategies to enhance listening comprehension. (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)*
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes. (Communication: Oral and Visual C, 11-12)*

Unit 3: Communications

Gov: Essential

EDU:	12	AD
	P	R

Competency 3.1: Utilize strategies to locate and interpret agency data, information and analysis.

Descriptors:

- 3.1.1 Locate, organize and reference written government and public administration information from various sources.
- 3.1.2 Skim, read for detail, read for meaning and critically analyze to determine the purpose of a text.
- 3.1.3 Describe content, technical concepts and vocabulary to analyze information and follow directions.
- 3.1.4 Interpret, transcribe and communicate information, data and observations to apply information learned from reading to actual practice.
- 3.1.5 Document the source and proper reference for written information.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.* (Research D, 8-10; Research D, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
	P	R

Competency 3.2: Write and utilize coherent and focused technical communications that support a defined perspective.

Descriptors:

- 3.2.1 Use various note-taking techniques to summarize main ideas.
- 3.2.2 Structure ideas and arguments in an organized manner, so they are supported by relevant documentation and/or examples.
- 3.2.3 Write messages using language that is appropriate for the intended audience and purpose.
- 3.2.4 Use correct spelling, grammar, capitalization and punctuation.
- 3.2.5 Identify positions from relevant research and resources.
- 3.2.6 Calculate and interpret descriptive statistics to communicate and support predictions and conclusions.
- 3.2.7 Utilize tables, charts and graphs to clarify textual explanations and support arguments.
- 3.2.8 Determine the means and authority for disseminating information.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing idea and identify a topic appropriate to the purpose and audience. (Writing Processes A, 8-10; Writing Processes A, 11-12)*
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (Writing Processes F, 8-10)*
- *Prepare writing for publication that follows an appropriate format and uses techniques such as electronic resources and graphics. (Writing Processes F, 11-12)*
- *Edit to improve sentence fluency, grammar and usage. (Writing Processes D, 8-10)*
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly. (Writing Applications C, 11-12)*

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs. (Data Analysis and Probability F, 8-10)*
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators. (Data Analysis and Probability A, 11-12)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

Correlated Science Academic Content Benchmarks

- *Explain how scientific evidence is used to develop and revise scientific predictions, ideas or theories. (Scientific Ways of Knowing A, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Use data and evidence to support or refute a thesis.* (Social Studies Skills and Methods B, 9-10)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)

Gov: Essential

EDU:	12	AD
	P	R

Competency 3.3: Deliver formal and informal presentations that demonstrate organization and delivery skill.

Descriptors:

- 3.3.1 Demonstrate appropriate usage of grammar, diction and sentence structure.
- 3.3.2 Communicate main ideas and supporting facts to achieve the purpose of communication.
- 3.3.3 Use appropriate technology to enhance clarity and persuasiveness.
- 3.3.4 Use proper organization and structure to achieve coherence.
- 3.3.5 Use technical terms, references and quoted material properly.
- 3.3.6 Engage an audience using appropriate vocal variety and gestures.

Correlated English Language Arts Academic Content Benchmarks

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)
- *Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure.* (Communication: Oral and Visual E, 11-12)
- *Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis.* (Communication: Oral and Visual F, 8-10)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)

Gov: Essential

EDU:	12	AD
	P	R

Competency 3.4: Listen and speak effectively to contribute to group discussions and meetings.

Descriptors:

- 3.4.1 Participate in or conduct meetings in a timely, organized and professional manner.
- 3.4.2 Clarify the purpose and goals of a discussion or meeting.
- 3.4.3 Demonstrate respect for diverse positions.

- 3.4.4 Give and receive feedback appropriately.
- 3.4.5 Stay on subject and task.
- 3.4.6 Summarize the results of the meeting, including agreements, disagreements, commitments and next steps.
- 3.4.7 Speak succinctly and clearly to convey information.
- 3.4.8 Identify slang and jargon related to the different issues.
- 3.4.9 Determine means to communicate with non-English speaking populations.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.* (Communication: Oral and Visual D, 8-10)
- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.* (Communication: Oral and Visual E, 8-10)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Essential

EDU:	12	AD
	P	R

Competency 3.5: Apply active listening skills to obtain and clarify information provided in oral communications.

Descriptors:

- 3.5.1 Identify and apply active listening techniques one-to-one and in team or group meetings.
- 3.5.2 Interpret verbal cues and behaviors to enhance communication.
- 3.5.3 Interpret nonverbal cues and behaviors to enhance communication.
- 3.5.4 Paraphrase and repeat information to confirm understanding.
- 3.5.5 Record and summarize information in written notes.
- 3.5.6 Ask questions to seek or confirm understanding.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 3.6: Utilize written documents to direct government and public administration operations.

Descriptors:

- 3.6.1 Identify types of reports (e.g. quality assurance, statistics, documentation, executive summary).
- 3.6.2 Complete reports in accordance with established standards.
- 3.6.3 Identify the components of contract documents.
- 3.6.4 File reports with appropriate personnel.
- 3.6.5 Disseminate written information from various sources to co-workers, clients and others.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.* (Reading Applications: Informational, Technical and Persuasive Text A, 8-10)
- *Edit to improve sentence fluency, grammar and usage.* (Writing Processes D, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Recommended

EDU:	12	AD
	I	P

Competency 3.7: Assess the communication strategies government and public administration officials employ with the media.

Descriptors:

- 3.7.1 Explore the importance of the media as a communications avenue to the public.
- 3.7.2 Describe the historical evolution of the relationship between media and government and public administration.
- 3.7.3 Explain the impact of current media operations on government and public administration.

- 3.7.4 Describe strategies government and public administration officials use to address media concerns.
- 3.7.5 Determine means and authority for disseminating information (e.g., open record, open meeting).
- 3.7.6 Determine who is the designated media spokesperson for the agency.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.* (Communication: Oral and Visual B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Recommended

EDU:	12	AD
		I

Competency 3.8: Demonstrate grant-writing skills.

Descriptors:

- 3.8.1 Identify sources for government, foundation and private grants.
- 3.8.2 Match an organizational mission and vision to appropriate grants.
- 3.8.3 Conduct a cost-benefit analysis of grant requirements and funding.
- 3.8.4 Contact grant sources for additional information.
- 3.8.5 Create a compelling need by identifying the gap that currently exists.
- 3.8.6 Demonstrate expertise in the field of the grant.
- 3.8.7 Write a clear, concise statement of the problem and the importance of closing the gap.
- 3.8.8 Assemble an advisory panel and/or advocacy group.
- 3.8.9 Explain your organization’s uniqueness in solving the problem.
- 3.8.10 Describe goals, strategies, staffing, clients, time frame and budget.
- 3.8.11 Prepare a proposal that is visually attractive and businesslike.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate writing ideas and identify a topic appropriate to the purpose and audience.* (Writing Processes A, 8-10; Writing Processes A, 11-12))
- *Select and use an appropriate organizational structure to refine and develop ideas for writing.* (Writing Processes B, 11-12)
- *Apply tools to judge the quality of writing.* (Writing Processes E, 8-10; Writing Processes E, 11-12)

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 8-10)
- *Analyze functions by investigating rates of change, intercepts, zeros, asymptotes, and local and global behavior.* (Patterns, Functions and Algebra A, 11-12)
- *Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data.* (Data Analysis and Probability D, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 3.9: Assess communication strategies for working with all external groups (e.g., special interests, stakeholders).

Descriptors:

- 3.9.1 Identify those individuals and groups who support the agency’s mission.
- 3.9.2 Utilize written, oral and personal communications to build advocacy support.
- 3.9.3 Describe the media sources relevant to issue advocacy.
- 3.9.4 Maintain two-way communication channels with advocates and advocacy groups.
- 3.9.5 Identify those individuals and groups who do not support the agency’s mission.
- 3.9.6 Utilize written, oral and personal communications to address special interest concerns.
- 3.9.7 Maintain two-way communication channels with individuals and special interests to maximize misunderstanding.
- 3.9.8 Identify the need for educating the legislature and its staff.
- 3.9.9 Identify communication channels between agencies and legislators.

- 3.9.10 Describe the strategies for communicating with legislators and their staffs.
3.9.11 Identify communication skills for external management.

Correlated English Language Arts Academic Content Benchmarks

- *Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.* (Writing Applications E, 8-10)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)
- *Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.* (Communication: Oral and Visual D, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Unit 4: Problem Solving and Critical Thinking

Gov: **Essential**

EDU:	12	AD
	I	P

Competency 4.1: **Employ critical thinking and problem solving skills independently or in teams to formulate solutions to problems.**

Descriptors:

- 4.1.1 Identify and describe various problem-solving methods accepted in government and public administration.
- 4.1.2 Apply the process of problem solving to address issues within an agency.
- 4.1.3 Evaluate the solutions and unintended consequences of problem-solving methods.

Correlated Science Academic Content Benchmarks

- *Explain the ways in which the processes of technological design respond to the needs of society.* (Science and Technology A, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: **Recommended**

EDU:	12	AD
	I	P

Competency 4.2: **Apply problem solving and critical thinking techniques to the conflict between available resources, requirements of the project and timelines.**

Descriptors:

- 4.2.1 Identify alternative solutions for a specific resources and materials problem.
- 4.2.2 Calculate the efficient use of resources and materials.
- 4.2.3 Examine the feasibility of each alternative suggestion.
- 4.2.4 Implement an appropriate alternative.
- 4.2.5 Use available resources and materials efficiently to complete the project.
- 4.2.6 Discuss strategies for avoiding the problem in the future.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Science Academic Content Benchmarks

- *Explain the ways in which the processes of technological design respond to the needs of society.* (Science and Technology A, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 4.3: Combine critical thinking and team-building skills to solve problems.

Descriptors:

- 4.3.1 Work with others to define problems.
- 4.3.2 Share ideas, facts, information and/or data with others.
- 4.3.3 State personal positions clearly, and respect conflicting positions.
- 4.3.4 Engage in consensus group decisions even when different from a personal solution within the bounds of ethical, safety, legal and similar concerns.

Correlated English Language Arts Academic Content Benchmarks

- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution.* (Mathematical Processes A, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Recommended

EDU:	12	AD
		I

Competency 4.4: Evaluate and adjust plans and schedules to respond to unexpected events and conditions.

Descriptors:

- 4.4.1 Identify potential events and conditions that disrupt the completion of a job.
- 4.4.2 Incorporate potential job disruptions into planning timelines.
- 4.4.3 Solve situational problems involved with unexpected events and conditions.
- 4.4.4 Identify and assess critical situations, and implement appropriate response(s).
- 4.4.5 Adjust plans and schedules to reflect an unexpected change.
- 4.4.6 Provide a project update to track changes.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.* (Measurement F, 8-10)

Correlated Science Academic Content Benchmarks

- *Explain the ways in which the processes of technological design respond to the needs of society.* (Science and Technology A, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)

Unit 5: Leadership and Teamwork

Gov: Essential

EDU:	12	AD
	I	P

Competency 5.1: Summarize the interpersonal skills that contribute to positive leadership and teamwork.

Descriptors:

- 5.1.1 Identify and explain those basic interpersonal skills most closely associated with a positive work environment (e.g., empathy, listening, respect, unconditional positive regard).
- 5.1.2 Discuss the importance of relating to the culture and climate of an organization.
- 5.1.3 Identify and discuss cultural diversity issues (e.g., race, religion, nationality, gender).

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 5.2: Demonstrate the ability to work on a team and recognize the importance of teamwork and its impact on government and public administration.

Descriptors:

- 5.2.1 Define teamwork and team goals and objectives.
- 5.2.2 Identify the types of teams (e.g. cross-functional, cross-trained).
- 5.2.3 Describe the role of effective teams in high-performance workplaces.
- 5.2.4 Examine unique issues associated with working on teams.
- 5.2.5 Apply team problem-solving and conflict-resolution practices.
- 5.2.6 Explain the roles and responsibilities of the individual as part of the team.
- 5.2.7 Identify attitudes and behaviors that promote positive interaction between members of the work team (e.g., punctuality, attendance, preparedness).

Correlated English Language Arts Academic Content Benchmarks

- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Recommended

EDU:	12	AD
		I

Competency 5.3: Use coalition and relationship building techniques to enhance performance.

Descriptors:

- 5.3.1 Describe the induction process new employees experience when they enter a new work group.
- 5.3.2 Discuss the roles that different values play in generating conflict.
- 5.3.3 Discuss communication barriers new employees may encounter.
- 5.3.4 Assist associates in developing their careers within government and public administration.
- 5.3.5 Facilitate the induction of new employees into the informal organization.

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 5.4: Examine the different responses to conflict as they relate to results.

Descriptors:

- 5.4.1 Describe the soft response approach (e.g. avoidance, compromise, accommodation) and the typical reasons for using that approach.
- 5.4.2 Describe the hard response approach (e.g. force, threats, aggression, anger) and the typical reasons for using that approach.
- 5.4.3 Describe the principled response approach (e.g. good communication skills, problem solving skills, the ability to see the problem from more than one perspective) and the typical reasons for using that approach.

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)

Gov: Recommended

EDU:	12	AD
	P	R

Competency 5.5: Utilize mediation skills to resolve conflicts and maintain a smooth workflow.

Descriptors:

- 5.5.1 Define opposing positions.
- 5.5.2 Mediate solutions collaboratively and cooperatively.
- 5.5.3 Give and receive criticism in a diplomatic and constructive manner.
- 5.5.4 Use diplomatic and constructive statements and responses.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Unit 6: Legal and Ethical Aspects

Gov: Essential

EDU:	12	AD
	P	R

Competency 6.1: Differentiate legal and ethical issues.

Descriptors:

- 6.1.1 Define “legal” and “ethical” issues.
- 6.1.2 Translate legal and ethical issues to government and public administration.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 6.2: Perform duties according to laws, regulations and contract provisions.

Descriptors:

- 6.2.1 Identify governmental laws, regulations and codes pertinent to a specific agency.
- 6.2.2 Comply with state, local and federal act(s) and other pertinent legislation (e.g., substance abuse, harassment, discrimination, labor laws).
- 6.2.3 Comply with state, local and federal legislation and regulatory agencies as it relates to union and/or non-union practices.
- 6.2.4 Describe the interrelationships among state, local and national codes.
- 6.2.5 Compare and contrast the roles of various regulatory agencies (e.g., content of laws and regulation of jurisdictions).
- 6.2.6 Identify the types of contracts and describe their roles in government and public administration.
- 6.2.7 Identify personal and organizational ramifications of failure to comply with government laws and regulations.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 6.3: Complete work-related duties within an ethical framework.

Descriptors:

- 6.3.1 Identify the Ohio Ethics Law, related statutes and rulings.
- 6.3.2 Identify the code of ethics within the profession.
- 6.3.3 Develop an individual ethical framework.
- 6.3.4 Demonstrate ethical behavior when interacting with colleagues both internal and external to the profession.
- 6.3.5 Maintain confidentiality and limit exposure of sensitive information to those who have a legal right to the information.
- 6.3.6 Describe the ethical impact of positive cultural sensitivity in government and public administration.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 6.4: Assess the implications of ethical and unethical behavior.

Descriptors:

- 6.4.1 Identify the legal ramifications of unethical behavior under the law.
- 6.4.2 Identify the ramifications of unethical actions professionally and personally.
- 6.4.3 Compare and contrast personal, professional and organizational ethics.
- 6.4.4 Describe issues relating to potential conflicts of interest between personal and organizational ethics.
- 6.4.5 Identify strategies for responding to the unethical actions of individuals and organizations.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 6.5: Explain employee and employer liability.

Descriptors:

- 6.5.1 Define liability and negligence.
- 6.5.2 Discuss protections against liability.
- 6.5.3 Discuss the concept of transferring risk.
- 6.5.4 Describe “multi-employer” responsibility.

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Unit 7: Information Technology Applications

Gov: Essential

EDU:	12	AD
	P	R

Competency 7.1: Use computer-based technology.

Descriptors:

- 7.1.1 Access a Web site using the Internet.
- 7.1.2 Use e-mail to send and receive messages.
- 7.1.3 Collect data from the environment, people or instruments.
- 7.1.4 Use electronic sources to determine the quality, relevance or usefulness of a product.
- 7.1.5 Use electronic sources to generate and access client or customer information for evaluation and application.
- 7.1.6 Use a database to verify, summarize, compare and/or contrast information.
- 7.1.7 Employ information management systems to store, manage, retrieve and secure information.
- 7.1.8 Present existing client, product, service or topic information in a different form.
- 7.1.9 Interpret client or product information to determine appropriate action.
- 7.1.10 Describe modern computer-based vernacular.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text and that include appropriate details and exclude extraneous details and inconsistencies.* (Writing Applications C, 8-10)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Gov: Essential

EDU:	12	AD
	P	R

Competency 7.2: Employ information technology applications.

Descriptors:

- 7.2.1 Identify organizational policies and ethics regarding the use of communications tools.
- 7.2.2 Use personal information management (PIM) productivity applications (e.g., schedules, contacts, memos).
- 7.2.3 Communicate using electronic equipment, and document communication (e.g., e-mail, fax, phone).
- 7.2.4 Utilize work-appropriate Internet applications.
- 7.2.5 Utilize writing and publishing applications.
- 7.2.6 Prepare reports and other business communications, integrating graphics and other non-text elements.
- 7.2.7 Demonstrate presentation applications.
- 7.2.8 Utilize spreadsheets and database applications.
- 7.2.9 Employ collaborative and groupware applications.
- 7.2.10 Examine computer-driven equipment and machines, and access support as needed.

Correlated English Language Arts Academic Content Benchmarks

- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Process F, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Give presentations using a variety of delivery methods, visual displays and technology.* (Communication: Oral and Visual G, 8-10; Communication: Oral and Visual F, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.* (Patterns, Functions and Algebra C, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Gov: Essential

EDU:	12	AD
	I	P

Competency 7.3: Employ secure technology applications to analyze data and process statistics.

Descriptors:

- 7.3.1 Identify data analysis and statistical process software.
- 7.3.2 Organize and input data into the respective databases.

- 7.3.3 Utilize software package to retrieve the desired data or statistical analysis.
- 7.3.4 Employ current cyber security safeguards.

Correlated Mathematics Academic Content Benchmarks

- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Gov: Essential

EDU:	12	AD
	I	P

Competency 7.4 Adhere to ethical practices regarding data or information output.

Descriptors

- 7.4.1 Explain privacy laws.
- 7.4.2 Maintain confidentiality, and limit exposure of sensitive information to those who have a legal right to the information.

**GOVERNMENT AND PUBLIC ADMINISTRATION
PATHWAY**

UNITS 8-14

Unit 8: Governance

Gov: Essential

EDU:	12	AD
	P	R

Competency 8.1: Examine the roles and functions of elected officials who govern and legislate.

Descriptors:

- 8.1.1 Identify federal, state and local elected officials in the respective levels of government.
- 8.1.2 Describe their roles and functions in the respective levels of government.
- 8.1.3 Explain the extents and limitations of their power and authority.
- 8.1.4 Describe the body of laws, regulations and codes that guide and restrict their actions.
- 8.1.5 Describe the skills and knowledge elected officials need to succeed.
- 8.1.6 Explain how elected officials build a power base to sustain their elected positions.
- 8.1.7 Discuss the political nature of the respective elected officials in terms of internal and external pressures.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

Gov: Essential

EDU:	12	AD
	P	R

Competency 8.2: Explain the election process that places individuals in elected positions.

Descriptors:

- 8.2.1 Trace the election process from the desire to run for office to elected confirmation.
- 8.2.2 Explain the political party system that supports candidates for elected positions.
- 8.2.3 Explore constituents' voting habits (e.g., percentage who vote, demographics).
- 8.2.4 Describe the qualification of an eligible voter.
- 8.2.5 Describe Ohio election laws and the voting process.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain the role of diverse cultural institutions in shaping American society.* (People in Societies C, 11-12)
- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Analyze how citizens participate in the election process in the United States.* (Government C, 11-12)
- *Explain how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 8.3: Access factual information that is critical to matters of public policy.

Descriptors:

- 8.3.1 Identify an elected official's primary sources of information.
- 8.3.2 Explain the roles lobbyists and special interest groups play in providing information.
- 8.3.3 Employ advanced research skills to gather factual information, analyze data and interpret statistics.
- 8.3.4 Describe the impact of individuals, associations, public opinion, political parties, media and specific political jurisdictions on supplying information to influence policy.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Science Academic Content Benchmarks

- *Participate in and apply the processes of scientific investigation to create models and to design, conduct, evaluate and communicate the results of these investigations.* (Scientific Inquiry A, 9-10)
- *Make appropriate choices when designing and participating in scientific investigations by using cognitive and manipulative skills when collecting data and formulating conclusions from the data.* (Scientific Inquiry A, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.* (Government A, 9-10)

Gov: Essential

EDU:	12	AD
	I	P

Competency 8.4: Demonstrate debate and negotiation skills.

Descriptors:

- 8.4.1 Describe the roles of debate and negotiation in the political process.
- 8.4.2 Demonstrate organization and command of the issues.
- 8.4.3 Recognize the opposing view's position and support base.
- 8.4.4 Prioritize issues and identify negotiable and non-negotiable points.

Correlated English Language Arts Academic Content Benchmarks

- *Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.* (Communication: Oral and Visual B, 11-12)
- *Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.* (Communication: Oral and Visual D, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use data and evidence to support or refute a thesis.* (Social Studies Skills and Methods B, 9-10)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Essential

EDU:	12	AD
	P	R

Competency 8.5: Demonstrate a command of the governmental role in a democratic system.

Descriptors:

- 8.5.1 Describe the role of government in expressing the public will.
- 8.5.2 Compare and contrast federal, state and local governmental roles.
- 8.5.3 Describe the bureaucratic structure of the governmental systems.
- 8.5.4 Discuss strategies for functioning successfully within the bureaucratic structure.
- 8.5.5 Describe differences between a democracy and a republic.
- 8.5.6 Describe importance of intergovernmental relationships (e.g., township, village, county).
- 8.5.7 Explain the impact of judicial decisions on law and legislation.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the differences among various forms of government to determine how power is acquired and used.* (Government B, 9-10)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)

Gov: Essential

EDU:	12	AD
	P	R

Competency 8.6: Explain the local, state and federal legislative processes.

Descriptors:

- 8.6.1 Trace a legislative proposal from conception to enactment.
- 8.6.2 Describe the function of each stage in the progression.
- 8.6.3 Identify the individuals and groups that impact legislative development.
- 8.6.4 Explain the barriers that potential legislation encounters.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations. (Government B, 11-12)*
- *Evaluate various means for citizens to take action on a particular issue. (Citizenship Rights and Responsibilities A, 11-12)*

Unit 9: Public Management and Administration

Gov: Essential

EDU:	12	AD
	I	P

Competency 9.1: Examine public management and administrative functions.

Descriptors:

- 9.1.1 Describe the various functions of management (e.g., planning, leading, organizing, delegating, budgeting, overseeing of initiatives).
- 9.1.2 Identify the management roles and situations in which public administrators perform (e.g., hiring, scheduling, financial services, human resources).
- 9.1.3 Describe the difference between day-to-day operations and long-term planning.
- 9.1.4 Discuss community economic development planning.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 9.2: Develop strategies to achieve goals and objectives.

Descriptors:

- 9.2.1 Establish goals and objectives in concert with the mission of the agency.
- 9.2.2 Design an action plan for implementing the agency's goals and objectives.
- 9.2.3 Identify skills and qualities needed for specific tasks.
- 9.2.4 Diagram an organizational structure to illustrate the workflow through the organization.

Correlated English Language Arts Academic Content Benchmarks

- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Processes F, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 9.3: Develop personnel recruitment and retention strategies.

Descriptors:

- 9.3.1 Develop job descriptions and design hiring procedures.
- 9.3.2 Identify situations where outsourcing should be used.
- 9.3.3 Execute hiring procedures and employ personnel.
- 9.3.4 Design an orientation and a training program for new employees and elected officials.
- 9.3.5 Design an ongoing career and professional development system.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 9.4: Manage human resources in public organizations.

Descriptors:

- 9.4.1 Explain human resources functions (e.g., recruiting, training, managing, evaluating).
- 9.4.2 Conduct orientation and training sessions.
- 9.4.3 Manage an employee performance assessment and improvement process.
- 9.4.4 Summarize wage and hour, discrimination, harassment and access laws.
- 9.4.5 Explain employee workplace safety and wellness initiatives.
- 9.4.6 Administer compensation and benefits programs.
- 9.4.7 Research appropriate dispute resolution and disciplinary policies and procedures.
- 9.4.8 Describe appropriate separation strategies and procedures for employees to exit the organization.
- 9.4.9 Describe public sector collective bargaining.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)

- *Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.* (Communication: Oral and Visual E, 8-10)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Work in groups to analyze an issue and make decisions.* (Social Studies Skills and Methods D, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 9.5: Demonstrate management skills and responsibilities.

Descriptors:

- 9.5.1 Demonstrate effective organizational skills.
- 9.5.2 Apply problem solving techniques in decision-making.
- 9.5.3 Perform scheduling functions, and maintain workflow.
- 9.5.4 Establish and implement a records management system.
- 9.5.5 Manage a purchasing and supply chain.
- 9.5.6 Prepare budgets and allocate resources.
- 9.5.7 Demonstrate performance management skills.

Correlated English Language Arts Academic Content Benchmarks

- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers’ problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 9.6: Demonstrate process and policy initiatives management skills.

Descriptors:

- 9.6.1 Explain the procedures for developing an initiative.
- 9.6.2 Coordinate the diverse components of an initiative.
- 9.6.3 Manage the organizational, technological and resource changes that affect an initiative.
- 9.6.4 Describe the quality control standards that are relevant to an initiative.
- 9.6.5 Maintain fiscal accountability.
- 9.6.6 Control risk factors.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 9.7: Employ generally accepted government accounting principles.

Descriptors:

- 9.7.1 Describe government accounting principles and applications.
- 9.7.2 Maintain accounts payable and accounts receivable records.
- 9.7.3 Prepare written reports with charts and data analysis on a regular basis.
- 9.7.4 Describe policies and procedures for auditing governmental financial activity.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.* (Writing Processes F, 8-10)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 9.8: Explain the use of a budget in making political, project and program decisions.

Descriptors:

- 9.8.1 Explain the budget development process.
- 9.8.2 Describe strategies for allocating resources consistent with an agency's mission, goals and objectives.
- 9.8.3 Explain the oversight procedures for guaranteeing that expenses are appropriate.

Correlated Mathematics Academic Content Benchmarks

- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 9.9: Describe practical management skills.

Descriptors:

- 9.9.1 Describe practical management skills in public safety.
- 9.9.2 Describe practical management skills in public service.
- 9.9.3 Describe practical management skills in public utilities.
- 9.9.4 Describe practical management skills in human services.

Unit 10: Revenue and Taxation

Gov: Essential

EDU:	12	AD
	P	R

Competency 10.1: Examine the concept of taxation in a democratic society.

Descriptors:

- 10.1.1 Explore the historical evolution of taxation.
- 10.1.2 Explain the purpose of taxation.
- 10.1.3 Discuss taxation as a redistribution of wealth.
- 10.1.4 Identify the primary federal, state and local laws that legislate taxation.
- 10.1.5 Differentiate between a progressive tax and a regressive tax.
- 10.1.6 Explain guiding principles of taxation policy.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues* (History B, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 10.2: Describe federal, state and local taxation.

Descriptors:

- 10.2.1 Identify which taxes fall under the federal, state and local jurisdictions.
- 10.2.2 Identify the agencies responsible for tax collection at each level.
- 10.2.3 Identify the legislative authority at each level.
- 10.2.4 Explain the relationships (e.g., communication, collaboration) among the levels.

Correlated Social Studies Academic Content Benchmarks

- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 10.3: Analyze the federal, state and local roles in taxation.

Descriptors:

- 10.3.1 Identify the primary sources of taxes.
- 10.3.2 Describe the differences between the primary taxes.
- 10.3.3 Explain the end-to-end processes for collecting the respective taxes.
- 10.3.4 Differentiate between earmarked tax revenue and general tax revenue.
- 10.3.5 Describe the various tax credits, relief programs and rollbacks.
- 10.3.6 Describe differences between a state tax department and other state revenue.
- 10.3.7 Explain the differences and relationships among city, county and township tax revenue.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 10.4: Explain property taxation.

Descriptors:

- 10.4.1 Identify the legislative bodies that govern property tax laws.
- 10.4.2 Identify and describe the functions of local officials who have the responsibility for property tax collection.
- 10.4.3 Explain the end-to-end processes for collecting property taxes.
- 10.4.4 Define the various terminologies associated with property taxes.
- 10.4.5 Differentiate between earmarked tax revenue and general tax revenue.
- 10.4.6 Identify the recipients of property taxes.
- 10.4.7 Describe the various tax credits, relief programs, abatements and rollbacks.
- 10.4.8 Identify the role of the Department of Taxation in regulating the rates, equity and exemption from real property taxation.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.* (Acquisition of Vocabulary E, 8-10)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 10.5: Explore the legal avenues used to pursue non-compliance with the tax codes.

Descriptors:

- 10.5.1 Explain the end-to-end legal processes for handling individuals or groups who fail to pay their respective taxes at any level of government.
- 10.5.2 Describe the role of the courts in non-compliance.
- 10.5.3 Discuss potential penalties for non-compliance.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Explain how the exercise of a citizen’s rights and responsibilities helps to strengthen a democracy.* (Citizenship Rights and Responsibilities B, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 10.6: Examine the non-tax revenue sources for federal, state and local governments.

Descriptors:

- 10.6.1 Explore the historical evolution of non-tax revenue.
- 10.6.2 Explain the purpose of non-tax revenue.
- 10.6.3 Identify the primary federal, state and local laws that establish non-tax revenue.
- 10.6.4 Explain the role of debt and bonding in non-tax revenue generation.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 10.7: Analyze the federal, state and local roles in non-tax revenue collection (e.g., fees, fines, sales).

Descriptors:

- 10.7.1 Identify the primary sources of non-tax revenue.
- 10.7.2 Identify the agencies responsible for collecting this revenue.
- 10.7.3 Explain the end-to-end processes for collecting the respective non-tax revenue.
- 10.7.4 Identify the major beneficiaries of non-tax revenue.

Correlated Mathematics Academic Content Benchmarks

- *Apply mathematical knowledge and skills routinely in other content areas and practical situations. (Mathematical Processes B, 8-10)*
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner. (Mathematical Processes H, 8-10)*

Correlated Social Studies Academic Content Benchmarks

- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices. (Economics A, 11-12)*
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions. (Economics B, 11-12)*
- *Analyze the role of fiscal and regulatory policies in a mixed economy. (Economics D, 11-12)*
- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*

Gov: Recommended

EDU:	12	AD
	I	

Competency 10.8: Assess the skills and knowledge necessary to process and distribute taxes.

Descriptors:

- 10.8.1 Create, manipulate and analyze data.
- 10.8.2 Demonstrate research and analysis skills to interpret tax data.
- 10.8.3 Utilize information technology to research new tax laws and regulations.
- 10.8.4 Apply research skills to acquire interpretations of the federal, state or local tax codes.
- 10.8.5 Forecast revenue growth and/or decline to guide budget preparations.
- 10.8.6 Describe the elements of or criteria for forecasting revenue growth and/or decline in order to guide budget preparations.
- 10.8.7 Describe the specific skills associated with tax administration roles (e.g., accounting, real property appraisals).

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.* (Number, Number Sense and Operations G, 8-10)
- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Solve systems of linear equations involving two variables graphically and symbolically.* (Patterns, Functions and Algebra H, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Create and analyze tabular and graphical displays of data using appropriate tools, including spreadsheets and graphing calculators.* (Data Analysis and Probability A, 11-12)
- *Design and perform a statistical experiment, simulation or study; collect and interpret data; and use descriptive statistics to communicate and support predictions and conclusions.* (Data Analysis and Probability C, 11-12)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Develop a research project that identifies the various perspectives on an issue and explain a resolution of that issue.* (Social Studies Skills and Methods C, 11-12)

Unit 11: Regulation

Gov: Essential

EDU:	12	AD
	P	R

Competency 11.1: Explore the primary regulatory services (e.g., Environmental Protection Agency [EPA], Occupational Safety and Health Organization [OSHA], Public Utilities Commission of Ohio [PUCO], Wage and Hour) provided by government and public administration.

Descriptors:

- 11.1.1 Identify the primary regulatory agencies within federal, state and local governments.
- 11.1.2 Identify the codes and laws that provide for the existence of primary regulatory agencies.
- 11.1.3 Describe the roles of and purposes for primary regulatory agencies.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U. S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.* (Economics B, 9-10)
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions.* (Economics B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 11.2: Acquire, analyze and disseminate information to facilitate clear and positive communication with regulated entities.

Descriptors:

- 11.2.1 Explain the role regulatory agencies serve in educating the public.
- 11.2.2 Identify the various publics on which regulatory agencies focus their educational pursuits.
- 11.2.3 Explain the educational services provided by regulatory agencies.
- 11.2.4 Discuss some of the strategies used to disseminate educational materials.
- 11.2.5 Describe strategies for providing technical assistance to regulated entities and constituents.

Correlated English Language Arts Academic Content Benchmarks

- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.* (Research E, 8-10; Research E, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 11.3: Explain the enforcement authority of regulatory agencies.

Descriptors:

- 11.3.1 Explain the legal parameters of a regulatory agency's enforcement powers.
- 11.3.2 Identify the source of a regulatory agency's enforcement powers.
- 11.3.3 Describe the procedure for enforcing compliance.
- 11.3.4 Discuss the options available (civil and criminal) to an agency to enforce compliance.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 11.4: Explain the investigative role of regulatory agencies.

Descriptors:

- 11.4.1 Describe a situation, issue and/or event that would initiate an investigation.
- 11.4.2 Discuss the legal parameters of an investigation.
- 11.4.3 Explain strategies and techniques used in an investigation.

- 11.4.4 Describe the devices and/or equipment used to enhance an investigation.
- 11.4.5 Explain the laws and legal interpretations used to support search, seizure and enforcement.
- 11.4.6 Describe policies and procedures governing evidence collection.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.* (Government A, 9-10)
- *Explain how the U.S. Constitution has evolved including its philosophical foundations, amendments and court interpretations.* (Government B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Recommended

EDU:	12	AD
	I	R

Competency 11.5: Analyze the role of policy development in relation to legislation.

Descriptors:

- 11.5.1 Distinguish regulatory policy from legislation.
- 11.5.2 Describe the developmental process from issue or problem to established law and regulation.
- 11.5.3 Explain how policy is developed from specific legislation.
- 11.5.4 Describe the court system’s impact on policies and regulations.
- 11.5.5 Explain how regulations are developed from legislation.

Correlated Social Studies Academic Content Benchmarks

- *Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.* (Government A, 9-10)

Gov: Essential

EDU:	12	AD
	I	P

Competency 11.6: Assess positive citizen relations.

Descriptors:

- 11.6.1 Recognize and analyze the balance between enforcing compliance and maintaining positive relationships with regulated entities and constituents.
- 11.6.2 Establish strategies for addressing language barriers.

- 11.6.3 Describe strategies for respecting cultural diversity and addressing civil rights.
- 11.6.4 Identify negative relations and assess the impact.
- 11.6.5 Utilize effective communication strategies with clients and constituents.
- 11.6.6 Demonstrate ethical standards.

Correlated English Language Arts Academic Content Benchmarks

- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Evaluate various means for citizens to take action on a particular issue.* (Citizenship Rights and Responsibilities A, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 11.7: Interpret laws specific to an agency, and follow agency procedures to examine evidence and accomplish compliance.

Descriptors:

- 11.7.1 Identify the sources of the laws, regulations and policies for a specific agency.
- 11.7.2 Describe the specifics and the parameters of those laws, regulations and policies.
- 11.7.3 Respond to constituent questions accurately and in a timely fashion.
- 11.7.4 Apply the laws, regulations and policies as intended.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Select and use effective speaking strategies for a variety of audiences, situations and purposes.* (Communication: Oral and Visual C, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 11.8: Discuss the impact of unfunded mandates on government operations.

Descriptors:

- 11.8.1 Identify unfunded federal, state and local mandates.
- 11.8.2 Describe the impact of these mandates at their respective levels.
- 11.8.3 Describe strategies agencies are using to address these mandates.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.* (Patterns, Functions and Algebra D, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Formulate a problem or mathematical model in response to a specific need or situation, determine information required to solve the problem, choose method for obtaining this information, and set limits for acceptable solution.* (Mathematical Processes A, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the role of fiscal and regulatory policies in a mixed economy.* (Economics D, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Unit 12: Homeland Security

Gov: Essential

EDU:	12	AD
	I	P

Competency 12.1: Analyze critical infrastructure protection activities.

Descriptors:

- 12.1.1 Identify the state, local and national efforts to protect the nation's infrastructure.
- 12.1.2 Discuss the barriers to protecting the nation's infrastructure.
- 12.1.3 Explain innovations designed and developed to enhance critical infrastructure security.
- 12.1.4 Discuss the National Infrastructure Protection Plan (NIPP) and the National Incident Management System (NIMS).
- 12.1.5 Discuss the need for interagency and intergovernmental collaboration.
- 12.1.6 Discuss the need for non-governmental organizations (NGOs).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 12.2: Examine the state, local and national agencies responsible for homeland security.

Descriptors:

- 12.2.1 Identify the agencies at each level.
- 12.2.2 Explain the functions, strengths and challenges of each agency.
- 12.2.3 Describe the hierarchy among the agencies.

- 12.2.4 Discuss the communication issues within and among agencies.
- 12.2.5 Discuss the legal issues within and among agencies.

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 12.3: Explain emergency management and response strategies.

Descriptors:

- 12.3.1 Describe the training and preparation for first responders.
- 12.3.2 Discuss strategies and procedures for protecting public assets and resources (e.g., schools, government centers, water supplies).
- 12.3.3 Discuss strategies and procedures for protecting citizens at large gatherings (e.g., sporting events, festivals).
- 12.3.4 Describe decontamination and detection equipment.
- 12.3.5 Explain the first responder procedures for various threats (e.g., Regional Response and National Incident Management System [NIMS]).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 12.4: Examine detection and surveillance technology.

Descriptors:

- 12.4.1 Identify the basic surveillance and detection equipment available.
- 12.4.2 Describe the functions, purposes, availability and cost of this equipment.
- 12.4.3 Explain global tracking and analysis capabilities for threat reduction.
- 12.4.4 Discuss the legal parameters governing the use of this technology.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Recommended

EDU:	12	AD
		I

Competency 12.5: Explain threat analysis and vulnerability assessment.

Descriptors:

- 12.5.1 Review homeland security presidential directives.
- 12.5.2 Identify the scope of threats to national security.
- 12.5.3 Describe the objective of the threat analysis and vulnerability assessment.

- 12.5.4 Discuss procedures for determining threats and their respective vulnerability.
- 12.5.5 Rank threats and a national vulnerability index to classify threats.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Analyze how scarcity of productive resources affects supply, demand, inflation and economic choices.* (Economics A, 11-12)

Gov: Recommended

EDU:	12	AD
		I

Competency 12.6: Analyze the impact of intelligence on threat analysis.

Descriptors:

- 12.6.1 Explain the legal constraints that limit gathering and sharing information.
- 12.6.2 Describe strategies used to gather information within and outside the country.
- 12.6.3 Discuss the reliability of various information sources.
- 12.6.4 Describe the operational barriers to gathering and sharing intelligence information.
- 12.6.5 Review related documents on threat analysis (e.g., National Criminal Intelligence Plan and the 9/11 Commission report).

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the reliability and credibility of sources.* (Social Studies Skills and Methods A, 9-10)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 12.7: Analyze cyber-security in relation to national security.

Descriptors:

- 12.7.1 Identify the issues impacting cyber-security and channels of communication.
- 12.7.2 Relate issues of cyber-security to national security.
- 12.7.3 Describe the vulnerability of cyber communications.
- 12.7.4 Explain the technology used to protect cyber information.
- 12.7.5 Employ strategies for protecting the channels of communication.

Correlated Social Studies Academic Content Benchmarks

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 12.8: Describe international border protection activities.

Descriptors:

- 12.8.1 Discuss the challenges of border protection.
- 12.8.2 Describe the immigration issues affecting national security.
- 12.8.3 Discuss the threat index of border vulnerability (e.g., continental and non-continental states).
- 12.8.4 Identify strategies and procedures used to protect the nation's borders.
- 12.8.5 Discuss laws and regulations relating to border protection.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Analyze how issues may be viewed differently by various cultural groups.* (People in Societies A, 11-12)
- *Identify the causes of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts.* (People in Societies B 11-12)
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture.* (Geography A, 11-12)

- *Evaluate, take and defend positions about issues concerning the alignment of the characteristics of American democracy with realities in the United States today.* (Government A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 12.9: Analyze the transportation protection systems.

Descriptors:

- 12.9.1 Describe the major points of vulnerability in the nation’s transportation systems.
- 12.9.2 Rank the transportation carriers in relation to their vulnerability.
- 12.9.3 Explain the procedures established to counter threats for each carrier.
- 12.9.4 Identify the agency responsible for the safety of each carrier.
- 12.9.5 Discuss laws and regulations relating to transportation protection systems.

Correlated English Language Arts Academic Content Benchmarks

- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 12.10: Examine agro-security in relation to national security.

Descriptors:

- 12.10.1 Identify the agencies responsible for protecting the nation’s food supply.
- 12.10.2 Describe the scope of the agriculture system and the food supply systems.
- 12.10.3 Identify points of vulnerability within these systems.
- 12.10.4 Describe procedures designed to protect these systems.

Correlated English Language Arts Academic Content Benchmarks

- *Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.* (Acquisition of Vocabulary D, 11-12)

Correlated Science Academic Content Benchmarks

- *Describe how human activities can impact the status of natural systems.* (Life Sciences G, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies.* (Geography C, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: **Essential**

EDU:	12	AD
		P

Competency 12.11: **Analyze potential threats to the nation’s energy, water supply and communication networks.**

Descriptors:

- 12.11.1 Describe the various sources of water supply, energy and communication networks.
- 12.11.2 Explain potential threats to each source.
- 12.11.3 Describe procedures designed to protect these sources.

Correlated Science Academic Content Benchmarks

- *Describe the finite nature of Earth’s resources and those human activities that can conserve or deplete Earth’s resources.* (Earth and Space Sciences D, 9-10)
- *Describe how human activities can impact the status of natural systems.* (Life Sciences G, 9-10)
- *Explain how human choices today will affect the quality and quantity of life on earth.* (Life Sciences F, 11-12)
- *Explain how energy may change form or be redistributed but the total quantity of energy is conserved.* (Physical Sciences F, 9-10)
- *Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter.* (Physical Sciences G, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Explain how the character and meaning of a place reflect a society’s economics, politics, social values, ideology and culture.* (Geography A, 11-12)

- Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (Geography B, 11-12)
- Use appropriate data sources and geographic tools to analyze and evaluate public policies. (Geography C, 11-12)
- Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)
- Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
		P

Competency 12.12: Analyze potential chemical, biological and nuclear threats to homeland security.

Descriptors:

- 12.12.1 Identify the agencies responsible for protecting the nation from these threats.
- 12.12.2 Discuss the potential and possible targets of these threats.
- 12.12.3 Describe the security procedures surrounding laboratories that handle these materials.
- 12.12.4 Explain the health care response and planning for dealing with these threats.
- 12.12.5 Describe procedures designed to protect the nation from these threats.
- 12.12.6 Discuss the first responder duties related to a chemical, biological, radiological, nuclear or explosive (CBRNE) threat, including National Incident Management System (NIMS).

Correlated English Language Arts Academic Content Benchmarks

- Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing). (Reading Process B, 8-10; Reading Process B, 11-12)

Correlated Science Academic Content Benchmarks

- Describe how human activities can impact the status of natural systems. (Life Sciences G, 9-10)
- Explain how processes at the cellular level affect the functions and characteristics of an organism. (Life Sciences A, 11-12)
- Explain how human choices today will affect the quality and quantity of life on earth. (Life Sciences F, 11-12)
- Explain how energy may change form or be redistributed but the total quantity of energy is conserved. (Physical Sciences F, 9-10)
- Demonstrate that waves (e.g., sound, seismic, water and light) have energy and waves can transfer energy when they interact with matter. (Physical Sciences G, 9-10)

Correlated Social Studies Academic Content Benchmarks

- Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (Geography B, 11-12)
- Use appropriate data sources and geographic tools to analyze and evaluate public policies. (Geography C, 11-12)

- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)
- *Critique data and information to determine the adequacy of support for conclusions.* (Social Studies Skills and Methods B, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 12.13: Explain the role of the armed services in homeland security.

Descriptors:

- 12.13.1 Identify each of the armed services and National Guard branches, and identify their primary missions.
- 12.13.2 Explain the mission of each of the armed services and National Guard branches.
- 12.13.3 Explain the function and authority of the Joint Chiefs of Staff.
- 12.13.4 Explain the chain of command for forces outside the United States.
- 12.13.5 Describe the legal parameters and procedures involving armed services participation in threats within the United States.

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Unit 13: Foreign Service

Gov: Recommended

EDU:	12	AD
		I

Competency 13.1: Analyze the infrastructure of the United States Department of State and other foreign service agencies.

Descriptors:

- 13.1.1 Trace the historical evolution of the U.S. Department of State and other foreign service agencies.
- 13.1.2 Describe the mission of the U.S. Department of State and other foreign service agencies.
- 13.1.3 Identify the scope of domestic and foreign services.
- 13.1.4 Describe the organizational structure.
- 13.1.5 Describe the mission of the consular services.
- 13.1.6 Explain the domestic functions of the U.S. Department of State.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Recommended

EDU:	12	AD
		I

Competency 13.2: Analyze diplomatic and economic development relations with other countries and international institutions.

Descriptors:

- 13.2.1 Identify the extent of the diplomatic and consular posts around the world.
- 13.2.2 Discuss efforts to promote peace and stability in regions of vital interests.
- 13.2.3 Describe federal and state efforts to support U.S. businesses at home and abroad.
- 13.2.4 Identify efforts to establish stable economic environments in developing countries.

Correlated English Language Arts Academic Content Benchmarks

- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted. (Research A, 8-10)*
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. (Research A, 11-12)*
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes. (Research C, 8-10)*
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources. (Research C, 11-12)*

Correlated Social Studies Academic Content Benchmarks

- *Use historical interpretations to explain current issues. (History B, 11-12)*
- *Identify the cause of political, economic and social oppression and analyze ways individuals, organizations and countries respond to resulting conflicts. (People in Societies B, 11-12)*
- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

Unit 14: Environmental Policy and Resource Management

Gov: Essential

EDU:	12	AD
	I	P

Competency 14.1: Identify federal, state and local agencies related to environmental policies.

Descriptors:

- 14.1.1 Trace the history of resource management.
- 14.1.2 Describe the development of environmental philosophy.
- 14.1.3 Describe the mission of the significant federal agencies (e.g., Environmental Protection Agency [EPA], Army Corps of Engineers).
- 14.1.4 Describe the mission of the Ohio Department of National Resources (ODNR).
- 14.1.5 Describe the importance of national and international environmental policies.

Correlated English Language Arts Academic Content Benchmarks

- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

Correlated Science Academic Content Benchmarks

- *Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources.* (Earth and Space Sciences D, 9-10)
- *Explain that humans are an integral part of the Earth's system and the choices humans make today impact natural systems in the future.* (Earth and Space Sciences C, 11-12)
- *Describe how human activities can impact the status of natural systems.* (Life Sciences G, 9-10)
- *Explain how human choices today will affect the quality and quantity of life on earth.* (Life Sciences F, 11-12)

Correlated Social Studies Academic Content Benchmarks

- *Explain how the U. S. government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.* (Economics B, 9-10)
- *Use historical interpretations to explain current issues.* (History B, 11-12)
- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment.* (Geography B, 11-12)
- *Obtain and evaluate information from public records and other resources related to a public policy issue.* (Social Studies Skills and Methods A, 11-12)

Gov: Essential

EDU:	12	AD
	I	P

Competency 14.2: Analyze urban planning, zoning and land use management.

Descriptors:

- 14.2.1 Explore various urban planning, zoning and land use policies and programs.
- 14.2.2 Examine the consequences of geographic and environmental changes resulting from governmental policies.
- 14.2.3 Describe the intended and unintended effects of human modifications to the physical environment.
- 14.2.4 Analyze policies and programs for natural resource use and management, considering possible tradeoffs between environmental quality and economic growth.

Correlated English Language Arts Academic Content Benchmarks

- *Apply reading comprehension strategies to understand grade-appropriate text.* (Reading Process A, 8-10; Reading Process A, 11-12)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted.* (Research A, 8-10)
- *Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.* (Research A, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)

Correlated Mathematics Academic Content Benchmarks

- *Estimate and compute areas and volume in increasingly complex problem situations.* (Measurement C, 11-12)
- *Apply mathematical knowledge and skills routinely in other content areas and practical situations.* (Mathematical Processes B, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Present complete and convincing arguments and justifications, using inductive and deductive reasoning, adapted to be effective for various audiences.* (Mathematical Processes F, 11-12)

Correlated Science Academic Content Benchmarks

- *Describe the finite nature of Earth's resources and those human activities that can conserve or deplete Earth's resources.* (Earth and Space Sciences D, 9-10)

Correlated Social Studies Academic Content Benchmarks

- *Analyze the cultural, physical, economic and political characteristics that define regions and describe reasons that regions change over time. (Geography A, 9-10)*
- *Analyze geographic changes brought about by human activity using appropriate maps and other geographic data. (Geography B, 9-10)*
- *Analyze the patterns and processes of movement of people, products and ideas. (Geography C, 9-10)*
- *Explain how the character and meaning of a place reflect a society's economics, politics, social values, ideology and culture. (Geography A, 11-12)*
- *Evaluate the consequences of geographic and environmental changes resulting from governmental policies and human modifications to the physical environment. (Geography B, 11-12)*
- *Use appropriate data sources and geographic tools to analyze and evaluate public policies. (Geography C, 11-12)*
- *Identify factors which inhibit or spur economic growth and cause expansions or recessions. (Economics B, 11-12)*
- *Obtain and evaluate information from public records and other resources related to a public policy issue. (Social Studies Skills and Methods A, 11-12)*
- *Critique data and information to determine the adequacy of support for conclusions. (Social Studies Skills and Methods B, 11-12)*

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.